

The School Journal.

Established 1870.

THE SCHOOL JOURNAL.

A Weekly Journal of Education.

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New York, November 8, 1884.

"I AM no candidate for office; I never wish, never expect to be. Low, grovelling, souls, judge me by the venal code which they prescribe to themselves."—H. CLAY.

PRAYER of the Old Educationalist: "So teach us to number our days that we may apply our hearts unto knowledge." Prayer of the New Educationalist: "So teach us to number our days that we may apply our hearts unto wisdom."

"Knowledge puffeth up."
"Wisdom buildeth up."

As we go to press, each party is claiming the election of its candidate. The campaign has been an exciting one, and a good many are bound to be disappointed. But the American Republic is safe in the hands of either party; and above all Republicans and Democrats are every year more favorable to public education.

SIR JOHN LUBBOCK, a clear thinker, says that up to sixteen or seventeen years of age there should be a broad foundation laid—a wide basis. This comprehends the Primary and the Advanced Primary schools (the latter often misnamed Grammar School.) The subjects should be pursued for the purposes mainly of education, and not of knowledge. But our present methods propose a narrow basis and make knowledge the great end.

We look on the outward world through ourselves. A landscape is not the same to two persons. Each hearer in a large audience, listening to music, hears it differently. Even in religious life and experiences there is a great variety. But the landscape is un-

changed. All hear the same, song and from the same sources we all draw our religious doctrines. All variety comes from our inner self which sees, hears, and feels. Could we realize how our best friends hear and feel, we should be astonished at the world they live in. How does this effect teachers? Let us see. A boy complained of a smell he didn't like. His little sister said, "Jimmy, I guess it is in your nose." Moral.—Much of the wrong we don't like in others is often in ourselves. The world looks very blue when we put on blue spectacles. School goes very badly when the teacher is out of gear. There is always rain in the clouds before it comes down, and there is always trouble in waiting before it breaks out. You can't pump water out of a dry well, neither can you get trouble where there is none. This is common sense logic.

"OVERWORK," "underpay," "constant re-examination"—these are the woes to which the teachers of Philadelphia are obliged to submit. So says the *Telegraph* of that city. We should not have dared to have said that ourselves, for we should have expected a suit for libel on the fair fame of the city of rectangular brotherly love, but since it was written by one to the "manner born," we can comment thereon with safety. Look at these words—"Over-work," "underpay," "constant re-examination,"—human, God-fearing Christians of America! They mean—weariness, poverty, anxiety. They mean—oppression, debt, death—what more can be said? Let us turn to the bright side. President Eliot of Harvard, is the friend of the teacher. He publicly advocates long tenure of office by teachers, implying intelligent selection with strict examinations and a probationary service. He also asks for a retirement of teachers on pensions or annuities, with absolute security against a reduction of salaries, thus freeing the teachers from anxiety, and leaving them to devote all their powers to their work. God speed the day!

It is denied that pedagogy is a science and teaching a profession, but all admit that there is both a science and art of law administration—in other words, the lawyer is a professor, but the teacher is not. This sounds strange, but it expresses common belief. In an editorial in November *Century* on "Lawyers' Morals," several points are made, which we reproduce, only changing the word "lawyer" wherever it occurs to "teacher."

1. A teacher ought to be a gentleman. His function as a teacher gives him no dispensation to disregard the ordinary rules of good manners, and the ordinary principles of decency and honor.

2. A teacher ought not to lie. It is notorious that some teachers lie shamelessly.

3. A teacher ought not to sell his services for the promotion of injustice and knavery. The standard here raised is not an impos-

sible ideal; many teachers carefully conform to it."

If such words had been printed concerning teachers, there would have been no end to the abuse its author would have received, and justly, for teachers are not boors, or liars, or knaves. The moral standard of admission into the vocation is high. Ungentlemanly or unladylike conduct, falsehood, and knavery are certain to secure immediate dismissal from the school-room anywhere. Furthermore, the knowledge required of a professional teacher in an intelligent community is fully equal to that demanded of a lawyer; in fact, we would go further, and say that the genuine teacher knows more than the average lawyer, is a better person, and is more devoted to his calling.

THERE is just as much difference between free labor and constrained work, as between the joyous toil of the father and the unwilling work of the slave. A man grudgingly pays his taxes to a grasping landlord, but willingly provides a hundred times as much for his wife and children. With the one there is no sympathy; towards the other there goes out a heart overflowing with affection. The work that earns the money for the task-master is toil; but there is no drudgery in labor that is impelled by love.

We forget ourselves in such work as this. Whitfield was very much concerned lest Wilberforce would forget to secure the salvation of his own soul in his labor for the emancipation of the slave. Wilberforce said, "I've forgotten I have a soul." If he had thought of himself, he could not have thought of the slave. There isn't room in our heart for but one. We must work either for self or for others—one at a time; not both at the same time.

"Despite his titles, power and self,
The wretch concentrated all in self,
Living, shall forfeit fair renown,
And doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored and unsung."

We work for the worst landlord on earth when we work for self; it is slavery. It is the grandest work on earth to work for others. A little girl was walking with a gentleman. He asked her, "Aren't you tired?" "I'm never tired when I'm walking with you," she said. There is a whole volume on labor in that answer. It was in this spirit Miss Osgood said:

"Labor is glory! the flying cloud lightens;
Only the waving wing changes and brightens."

We shall not be remembered when we are gone by the epitaphs on our tombstones. It was never recorded of anybody: "He wore a diamond pin, carried a five hundred dollar watch, and lived in a finely-furnished house," but it is inscribed on many a slab: "He died for his country;" "Her works follow her;" "Lovingly remembered." The wealth of A. T. Stewart couldn't purchase such a record. It comes only of unselfish labor.

MANY subscribers have requested the publication of Reproduction Selections. We shall try to give one each week hereafter. Owing to other matter already in type we could not commence their publication before.

SEVERAL persons have asked for special information regarding the terms of admittance to the Mind Class. All that is necessary is stated in the JOURNAL of Oct. 4 and 11, in connection with the first two lessons.

WE have the names and addresses of several who have expressed a desire to join the Mind Class, and we mail them notice of their numbers. If any fail to receive such notification, please send us your name again, as we may have overlooked it.

Two States have organized Reading Circles: Indiana and Ohio. Other States are certain to follow the examples they have set; for organization and improvement are the watchwords of educational progress. We shall give our readers full instruction how to proceed in perfecting the Circles and getting to work. We notice that Parker's Talks on Teaching has been adopted by Indiana.

THE next annual meeting of the New Jersey State Teachers' Association will be held in the High School Building, Newark, N. J., on Monday and Tuesday, December 29th and 30th, 1884.

The Executive Committee has spared no pains to make the forthcoming gathering one of the most interesting in the history of the Association. A full program of the meeting will be published in a later issue of the SCHOOL JOURNAL.

B. HOLMES, Pres't., Elizabeth, N. J.
A. B. Guilford, Sec'y, Weehawken N. J.

RECENTLY an advertisement was offered us which we refused on account of its evident fraudulent and irresponsible character. We notice that it was taken by the *Christian at Work*, and other papers not professing especially to guard their columns from what is immoral. Too great care cannot be taken to keep the public press from becoming servants of those who study to get money without giving value received. We intend to admit nothing into our advertising pages which we are not assured is worthy the fullest confidence of our readers.

WE expect to publish a volume on "School Architecture" containing the best plans of school buildings, laying out and beautifying grounds, and ventilation. It will embody full specifications of beautiful school houses of unique and practical designs, costing from \$500 to \$25,000. It will show how, for the same money, a school building can better be "a thing of beauty and a joy" than a repulsive barn-like structure. Such a book has been widely called for, and will meet a need not supplied. We wish any of our readers who have suggestions to make in reference to the plans of buildings, arrangement of grounds, drainage, ventilation, ornamentation—in fact, anything connected with the full equipment of a school house, would write in full their views. We will give credit for all such suggestions in the new volume.

THE industrial school advocates are sensible. One of them the other day said: "The function of schools of architectural design is not to multiply bad plans for two-story dwelling houses, but to strengthen the mental powers of the students who attend them."

Just right. This is the true creed. A weak-headed, silly dude can learn to draw a decent design, but it takes a strong-minded, sensible scholar to engineer the building of a first-class house. A little more intellect is what we need, and a little less of pretty nothings. Good, solid, sensible sense will save us, but a thousand architectural designs in which there is no thinking, have no value, either commercial or educational. The mental machine must be the motive power in architecture as well as in a professional or business life.

For the SCHOOL JOURNAL.

NORMAL TEACHING.—IX.

OSWEGO NORMAL SCHOOL.

BY EDWARD R. SHAW.

PRACTICE SCHOOL.—FORM.—The pupils of the practice school begin the study of Form in the first year of primary work. The solids are first considered and of these the first studied is the sphere.

Its surface, form, motion, etc., are taken up, and the children are led to describe all these points as noticed. The study of the sphere, or, in fact, of any solid, is not regarded as completed until the children can model it. For this purpose each child is furnished with a small tray, a spatula, and a small quantity of clay. The modeling in its effects upon the child is especially valuable; for, if conducted well, it gives an appreciation of the form in its parts as well as the whole, trains him in the habits of exactness, and teaches him to be patient. Manual skill is one important end sought in teaching Form.

In connection with the study of the cube, which is composed of eight small cubes, the children begin to fold papers. To give attractiveness to this work papers of pretty colors are used. These papers are exactly four inches square, corresponding to the face of the cube—a fact the child notices.

The regular kindergarten work is observed in the folding, and from the successive folds, as may be seen and suggested by the few diagrams given below, oblongs, squares, triangles, the vertical and the horizontal diameter of the square, and the diagonals appear.

One point of excellence claimed for this folding is that nearly all the work with angles, triangles, and quadrilaterals comes up before the child's eye as he follows the directions given for folding, and from the neat and exact forms and folds, is led to an idea of these geometrical concepts.

Our purpose in this sketch has been rather to suggest than to give detail. Finding, however, that our suggestion will be aided by a few questions we give them. In the lowest grades, the paper having been folded so as to show creases as represented in diagram 1, the teacher asked :

"John, what does your paper look like?"

Ans. A cross.

"Richard, what do you see in yours?"

Ans. A window.

"Sadie, show me what makes the cross."

The child points to the folds or creases.

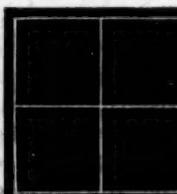


Fig. 1.



Fig. 2.

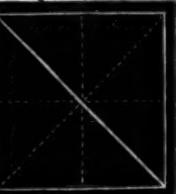


Fig. 3.

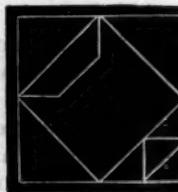


Fig. 4.

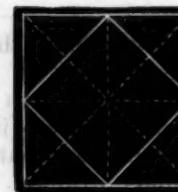


Fig. 5.

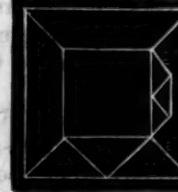


Fig. 6.

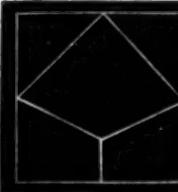


Fig. 7.

Teacher. "All point to the right and left line. All point to the up and down line," (the child holding the paper before him)

At a further stage of the work, the children are directed to draw the up and down line—the right and left line. And so on for oblique lines, the oblong, square, triangles, angles, etc.

Besides the folding necessary for the study of form, there is the folding of forms suggestive of objects around; as, boats, table-covers, baskets, etc.

In all the folding much pleasure is experienced by the children. Neatness and exactness are impressed at every stage of the work, and the training of the hands enables the child to use each, in folding, equally well.

To state definitely what I have implied above, the paper folding is only an adjunct to the work in Form, and is valuable educationally chiefly for the training of the observing powers, and the hand.

For the SCHOOL JOURNAL.

THE RELATION OF THE SENSIBILITIES TO MORALITY.

MIND ARTICLE.—NO. VIII.

It is the opinion of many eminent thinkers that moral consciousness is wholly dependent upon sympathy; however this may be, it is certain that a highly developed sympathy is an indispensable condition to its full unfolding. Moral feelings require that we should feel for others. In other words we must enter into their joys and sorrows. The early Christians were in entire sympathy among themselves. They lived together, they belonged together, they were all as brothers and sisters, fathers and children. A man no more thought of saying, "This is my place, this is my right," than the hand thinks of saying to the foot, "This blood belongs to me, not to you," or of saying to the other hand, "I have a right to do this, you have not." This was the highest condition of human society ever yet attained. If it had lasted, heaven would have already come on the earth.

The basis of all true morality is affection. Self is forgotten in serving others. Christ expressed this truth when he said, "For whosoever shall do the will of God, the same is my brother, and sister, and mother." But it must be noticed that morality does not consist in simply doing right, but in *doing right through proper motives*. A moral action cannot be done through jealousy, or envy or self-gratification. These motives may lead one to give money to the poor or feed the hungry. This is right, but since the *motives* are wrong, the actions are not moral actions. We may outwardly do right and yet have poor moral characters. Let us take an illustration. A man may be polite, helpful and generous. He may even get an excellent character for goodness, but at heart have no sympathy with his fellow men. His motives may be increasing his trade, establishing a professional character, or obtaining an office. He is far different from the man who has genuine sympathy with others and labors for their good, forgetful of self-interest, with no thought of trade, profession, or office. Such a man was John Howard, and such persons are thousands who are teaching and working all over the world. "It is only when we lose thought of ourselves that we find our own higher self." It is not enough to rejoice because others are happy. Two words stand over against each other:

SELFISHNESS.—SYMPATHY.

They stand as foundation stones; one, of all that is mean and repulsive, the other, of all that is high and attractive.

There is an expression, "Using one's friends," that implies a great deal that is bad, for it is the confession of personal desire as the end of social attachment. Fashionable life is heartless, because under the appearance of affection there is generally nothing but heartlessness. The polished words of conventionalism are only the husks of sympathy, the heart is gone. In a corrupt society sensuality and selfishness have usurped the place of the affections.

A distinction must here be made between natural and moral affections. Our natural affections we share with the lower animals. They have no moral character, "are not morally good, and do not become so by being brought under moral control." (Hop-

(*) James Freeman Clarke in "Self-Culture."

(†) See Dr. Hopkins' Lowell Lectures on "Moral Science,"

kins). It constitutes no element of moral character for a mother to love her child, it would be immoral if she did not. The same may be said of natural endowments; some are amiable, others are the reverse. "It is no fault of theirs; one is the rose and the other the nettle; one is the smooth, the other the rough-barked tree, and nature has made the difference."

"It is not uncommon to find the richest gifts of natural affections and intellect associated with the deepest moral corruptions." We have examples of this in Aaron Burr, Byron, Napoleon, and Poe. It is the smooth-barked hickory that bears bitter nuts. Good nuts come from the shag-bark hickory, beautiful flowers grow on the prickly and angular cactus."

"A man who has given himself up to selfishness when he pays his visits to his tenants, on the day the rents become due, can see nothing and hear nothing but money. Selfishness has closed the avenues to his soul." He may be amiable, and in general kind, but all that he does is tinged by his moral nature. He can not see beyond his own self-interest.

Teachers are responsible for their own moral characters and, to a great extent, for those of their pupils. We are so made that we can turn our motives and desires into whatever channel we wish them to run. Sympathy is essential to morality.

For the SCHOOL JOURNAL.

WHO OBJECT?

There is a decided opposition to a radical reform in our educational methods. This opposition takes various forms. Some object to the term "New Education;" some object to the proposal for new methods; some declare there are no such things as natural methods; some (and these are numerous) declare that everything is lovely in the schools as they now are. Who are these objectors?

1. They are men and women who are in their places for the salaries they get. As the school system has developed it has dawned on the minds of many that teaching school "pays." A Yankee father, on hearing that Powers's Greek Slave cost \$30,000, advised his son "to learn sculpin', for sculpin' pays big." The growth of the country has made a demand for teachers; the mode of appointment permits any one who has attained the moderate knowledge every citizen should possess to enter on the exalted work of teaching. To these persons, the educational reform suggests that they must make the good of the child the paramount object; that they must lose sight of themselves in the desire for his benefit. The reply is, "I teach for money; I want no reform that leaves me last."

2. There are those who are absolutely ignorant of the first principles of teaching. The reformer proposes a study of the child, the reading of educational works, the discussion of the subject, but the reply is, "I can hear my classes without all this extra knowledge."

3. There are those who are on treadmills built by our city boards of education (the city superintendent being the architect, mind you), and who must teach according to certain cast-iron methods; or rather, who must cram down the throats of the pupils assigned them prescribed knowledge not only, but a prescribed amount of it in a given time. These object for the best reason that they have no voice in the matter. It is with great mental pain that many conscientious teachers earn their daily bread in our city schools; they would welcome a reform most heartily.

4. There are those occupying positions of prominence, as superintendents, principals, etc., who would not dare to hint that improvement in teaching is possible; for they fear that the public would say, "Why, you have told us every year that our schools were perfect. You cannot be the smart man we have thought you if there are better methods than those you have pursued." Some of these men are manacled by the Board of Education, and are superintendents only in name; they cannot reform if they would. There are those who have the

power but do not know how to set about any reform. They know nothing about education in its wonderful reality and potency. To them, any man or woman who is hearing a class of boys and girls recite is teaching. The poet Wordsworth says:

"A primrose by a rivulet's brim,
A yellow primrose was to him,
And nothing more."

So, to these men, a room, desks, books, boys in rows spelling and reading, etc., and a man helping on the process, is a school.

Upon the shoulders of this last class the heaviest responsibility must rest. They hold a place of power; if they don't know how to use it, let them step down and out.

These are the men who object to the kindergarten; but there were principles in the kindergarten—they were thought out and brought out by Froebel, who was called "an old fool" because he spent his time and gave his strength to their illumination. Principles must triumph. There are principles that lie at the basis of all education, that have been only partially stated: the statement of these will greatly change the present aspect of the present methods, and hence there is objection heard on all sides. Which, think you, will triumph?

For the SCHOOL JOURNAL.

FREEDOM.

By PRES. GEO. P. BROWN,
State Normal School, Terre Haute, Ind.

There is a class of earnest and devoted teachers in this country, who are persistent advocates of freedom. They demand "freedom" for the teacher, and that the pupil shall be "free." They see in the exercise of individual "freedom" a way to a large advance on our present educational results.

It is with the hope that some slight contribution may be made towards a clearer apprehension of the significance of this term that this article has been written.

What is freedom? Absence from restraint—privilege to do as I please—will hardly serve as a definition, unless what I please to do is what I ought to do. Freedom is obedience. He is freest who is most obedient. "The truth shall make you free" by opening the way before you which you are to follow. When one knows the truth, and his aspirations and desires are at one with it, then is he free. Obedience to the divine order in the universe is the highest ideal of freedom.

It is the purpose of all education to bring us on towards the realization of freedom, as thus defined. A little reflection will make it manifest to all who will consider, that it is the real purpose of all human institutions to thus educate man, by leading him to see the truth, which they each and all reveal, and by teaching him to be obedient thereto. This is certainly the commanding purpose of the school. The teacher that has not learned this is ignorant of the alphabet of school teaching. Reformers and conservatives agree that to make the child free is the aim of the school. They can only differ, if difference there be, in the method.

There is a spurious sort of freedom which the young teacher may confound with the genuine. It is that obedience that the child renders to his appetites, desires, passions, and caprices. This is the freedom of a mere animal, which is the most abject slavery.

Now, Rousseau would have a child live unrestrained for twelve years. Man is to keep "hands off" during that time, leaving the child to nature. There is a modern doctrine of a similar sort that would remove the restraints or "limitations" (to use its vocabulary) of the school. The child must come into a knowledge of the truth and a disposition to do it through the discipline of consequences. In other words, instead of being restrained by the teacher he is to be restrained by his fellow pupils. For limitations must be set by some authority or all combination and association with others must cease. By this doctrine the child is to discover for himself these limitations through contact with his fellows: that is, he is to repeat the experience of the race, and learn *de novo*, by the methods of

original discovery what his teachers know and would have him learn. He is to "learn to do by doing," and by getting his knuckles rapped by those whose chestnuts he would appropriate. Such has been "the genesis of knowledge in the race," and therefore, the genesis of knowledge in the individual should be the same.

There is another method, the principle of which is somewhat different. It recognizes that the child has a double nature: the one strong and commanding,—his animal nature,—and the other weak and subservient,—his rational nature; and that the function of the school is to stimulate this weaker nature to dominate the other. These stimulants are to be applied in the light of the fullest knowledge of the regnant animal nature and of the laws of the growth of the spiritual nature.

There is one law common to both natures, viz.: that their powers are strengthened by exercise and weakened by disuse. Equipped with this knowledge, the teacher is to direct the channels and agencies by which the child is to come into freedom. A stimulant is to be applied here, and a restraint there. By setting limitations to some activities and exciting others, the teacher seeks to bring the child on toward intelligent self-control. That teacher, only, is capable of working with freedom who knows the two natures of the child and becomes obedient to the laws of their growth and interrelations. "Verily, the truth shall make him free." The teacher who is not thus free has no right to be in the school-room. But he is *there* by thousands. What better can he do than to work under the limitations prescribed by one who is thus free, until he too shall be made free by a knowledge of the truth?

We make an earnest plea for the freedom of both teacher and pupil. But the young teacher must be careful not to confound freedom with license. God never grants indulgencies to any one.

Freedom is what I may come to as the result of my education. No one starts with it on the journey of life. Whatever true freedom the child has he should be permitted and encouraged to the fullest to exercise. But he is beset by limitations without and within, and it is through the proper recognition and use of these that his freedom is to be acquired.

THE report of Miss Page's Lesson before the Conn. Association will appear next week.

"INDIRECTLY all scientific truth has real commercial value. Intelligence and brains are most powerful allies of strength and hands in the struggle for existence; and so, on purely economical grounds, all kinds of science are worthy of cultivation. But the highest value of scientific truth is not economic. The 'practical life'—the eating and the drinking, the clothing and the sheltering—comes first, of course, but it is not the whole, or the best, or the most of life."—*From Prof. Young's Address before the Am. Sc. Ass'n.*

At the annual session of the trustees of the Peabody Educational Fund, held in New York City, Oct. 1st, the report of the general agent showed that North Carolina people are becoming more alive to the advantages of good schools, and are demanding that they be improved. The fund has aided the Normal Institute in South Carolina. Alabama has three white and three colored normal schools. An Industrial Institute and College for white girls has been founded at Columbus, Miss. Five Institutes for white and three for colored people were supported in Tennessee in June and July by the Peabody Fund. In Arkansas thirty-two Institutes were held. About 1,900 teachers attended the forty-two Institutes held in Texas. The following disbursements from the income of the fund were made since October 1, 1883: Alabama, \$5,000; Arkansas, \$2,950; Florida, \$2,100; Georgia, \$4,900; Louisiana, \$2,645; Mississippi, \$3,650; North Carolina, \$6,075; South Carolina, \$4,400; Tennessee, \$13,475; Texas, \$5,750; Virginia, \$6,200; West Virginia, \$2,850. Total, \$59,995.

THE SCHOOL-ROOM.

THE STORY OF THE LEAVES.

FOR RECITATION.

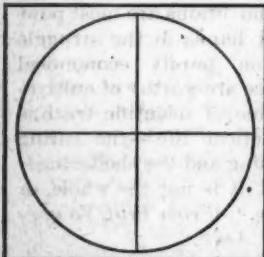
Cheered by the song of the robin,
Kissed by the sunbeams gay,
Coaxed by the warm rain falling,
You came in the early May;
O beautiful, opening leaves.
All through the heat of the summer,
Lulled by the breezes mild,
Crept underneath your shelter
The ferns and the mosses wild;
O swaying, tremulous leaves.
Smiling, you watch the shadows
Cast by the moonbeams bright
Over the sleeping flowers
Many a silent night;
O beautiful, glistening leaves.
You've welcomed the blush of the morning
And bathed in the fresh, sweet dew,
Till, flushed with a radiance tender,
You've caught from the rainbow a hue;
O wonderful, changing leaves.
You've sighed o'er the fast fading sunset
And wept o'er the death of the rose,
Till, trembling, you cling to the branches
And shrink as the keen wind blows;
O beautiful, quivering leaves.
The breath of the Autumn is chilly,
And cold is the pitiless sky;
You're tossed by the wind-sprites, scornful,
As southward the wild-birds fly;
O beautiful, quivering leaves.
On the hard, frosty ground you are lying
In masses of crimson and gold;
You have brightened the path through the valley,
And your sad, sweet story is told;
O beautiful, dying leaves.
For the drifting snows of the winter
You are waiting, all cold and still,
But your last farewell to the summer
Still echoes from hill to hill;
O beautiful, saddening leaves.

For the SCHOOL JOURNAL.

HOW TO ILLUSTRATE THE RULE FOR FINDING THE AREA OF A CIRCLE.

By W. N. HULL, Cedar Falls, Iowa.

Suppose we are teaching how to find the area of a circle. Rule: Multiply the square of the diameter by .7854, a dry and uninteresting statement



without an illustration. But draw a circle and fix diameters. Now move each diameter over to each side, and they form a square outside of the circle. The square of the diameter then gives the area of the outside square. But it is evi-

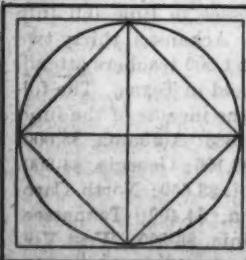
dent that the area of the circle is less than the area of the square, therefore multiply the area of the square by a number less than one, or .7854.

In round numbers the square $\frac{4}{5}$, the circle $\frac{3}{4}$, and the corners $\frac{1}{5}$. Now draw a square inside



the circle by connecting the ends of the diameters. It is evident that the area of the square within the circle is half of that without the circle. All these drawings on the blackboard are to be entirely free-hand, and rapidly enough to show the

charm of execution.



For the SCHOOL JOURNAL.

HOW GEORGE MARTIN WAS MADE A GOOD BOY.



NOTE TO TEACHERS.—The above picture should be drawn on the board, and the story read to the school. The pupils able to write, should be requested to reproduce it on paper, and hand it in the next day.

The younger pupils can reproduce the story orally, each one permitted to criticise the others.

It is an excellent plan after a picture is drawn on the board to request the older pupils to write a story concerning it. Imagination, expression and interest would be cultivated. A few of the best stories, of those written, may be read before the whole school. It is not uncommon to find one worthy to print. Teachers, try these suggestions. Drop a few geographical names in Asia, and a dozen problems in circulating decimals, and substitute lessons in expression and reproduction in their place.

On a sunny slope, at the foot of the Green Mountains, near the quiet little village of Woodworth, there stands an old-fashioned farm house, brown and weather beaten. It has seen a good many summers and winters; and if it has ever been painted the rains of so many years have washed it all off. The roof at the back slopes almost to the ground, and in spots it is covered with moss.

At one side of the house, under a great elm tree, is the well, with its long sweep. Stones are on one end of the pole, and the old oaken bucket at the other. The well is large, and the water, just below, is clear as crystal, and as cold as mountain springs can make it. Three years before the fresh June morning on which our story opens, the family in the old brown house were in great trouble, for their only son had gone away in the night—gone away to sea. Without saying good-bye he had left home,—a wild, reckless boy. His father and mother had often begged him to give up the company of the boys who were leading him astray, and he promised he would, but he did not. He had learned to smoke and drink hard cider, and it ended by his being coaxed by one of his bad companions to run away, after having secured passage as deck hands on a sailing vessel going to China.

One whole year passed by and no word came to the father and mother of the runaway boy. But what had become of him, and what had he been doing all this time?

Well, soon after they left the shore on that beautiful summer morning, a fresh wind blew up that spread the sails and carried the ship along finely; but it tossed it about, and poor George soon began to feel very bad. He had never been on the water before, knew nothing about sea-sickness,—and here he became dreadfully sick, and without any chance of getting back to his parents. How he longed for home and wished he had never left it, but it was too late,—the great ship plowed on, and paid no attention to the home-sick, sea-sick, runaway boy; and he tossed about in his miserable bunk, and shed his bitter tears alone. Before he was hardly able to walk about he was sent to his work of sweeping and scrubbing the decks. On the arrival of the ship at the Sandwich Islands, he was found to be so weak and unfit for any work as a sailor, that he was left on shore and sent to an hospital. He stayed there a long time as a patient, and then, when he was better, and able to work he hired himself to a rich man as an assistant gardener.

One year passed by before George wrote to his father and mother, and when he did, he told them how sorry he was, how truly he repented, and promised them, as soon as he could earn money enough, he would go back home, be a good, faithful boy, and a comfort to them.

George Martin's father and mother were poor. The rocky farm on which they lived brought them enough to supply their wants and not much more, so they had to wait patiently for their son to earn his own money to bring him home. Another year passed by; George had worked hard, saved his money, and on the bright June morning at the beginning of our story we see him a tall, slender young man, neatly dressed, and as he walks over the hills from the station toward the old brown house, he stops at the well-remembered spring for a drink of water. How fresh and cool it is, and how light-hearted he feels; but he hurries on to surprise his father and mother. He sees the brown house; it looks just as it did, only more faded and old; the lesson that he has learned since he saw it comes before him, and he makes up his mind to try and save the boys around the village from suffering as he has done. He will relate his sad experience to them, and teach a lesson from it. We will leave him to receive the warm welcome waiting for him; and in the future, perhaps, relate some of his talks to the boys.

LESSON ON THE USE OF THE COMMA.

The teacher should write these sentences on the board in the presence of the class.

1. James, close your book !
2. Will you bring me an apple, John ?
3. Be sure to meet me, William !
4. Do, William, meet me !
5. William, will you meet me ?

Ask the following questions :
Which sentence expresses a command ?
Which sentences ask questions ?
Which express entreaties

Which sentences end with an exclamation point ?
Do these sentences express a question or a command ?

Where is the proper noun in sentences 1 and 5 ?
Where in sentences 2 and 3 ?
Where in sentence 4 ?

Where are the commas in sentence 4 ?
Where is the comma in sentences 2 and 3 ?
Where in sentences 1 and 5 ?

Lead the pupils by proper questioning to make the following statement :

A word used in addressing a person should be separated from the rest of the sentence by a comma.

Let the pupils write five other sentences like the above, placing the commas in their proper places.

Form single sentences from the words in each of the following lines, putting the commas in their proper places.

1. Bring, me, apple, that, to, John ?
2. Here, robin, beautiful, come !
3. Hoe, bed, that, John, flowers, of.
4. Sugar, store, Robbie, for, the, to, go.
5. Books, be, to, attentive, pupils, your.
6. Mat, your, clean, feet, the, on, scholars.
7. Aged, kind, be, to, children, the.
8. William, board, do, where, you ?
9. Hat, whose, you, John, have ?
10. David, you, how going, are ?
11. Come, father, your, did, Susie ?

Write the following sentence on the board:
Jennie, James, Mary, and Lena went to Saratoga.
Ask the following questions :

What word might be supplied between Jennie, James, and Mary ?

What mark is placed between these words ?

What does the comma here denote ?

Is there a comma used in this sentence where no word is omitted ?

Lead the pupils by proper questioning to make the following statements :

1. The omission of a word is indicated by a comma.
2. The comma is sometimes used when no word is omitted, as before and in the sentence above.

3. A comma separates each of three or more words used in the same relation.

Dictate the following sentences, being careful to see that the commas are placed correctly :

Gold, silver, iron, coal, and quicksilver are dug out of the ground.

Plants have roots, stems, leaves, flowers, and seed.

Wheat, rye, barley, oats, and corn are called cereals.

Some of the ferns, mosses, and grasses have beautiful flowers.

Reindeer, seals, and polar bears live in cold climates.

The battle of Bunker Hill was fought on June 17 in 1775.

For the SCHOOL JOURNAL.

A BIOGRAPHICAL EXERCISE.

Assign the parts of the following exercise to different pupils, letting none except the one to whom a part is given see it before it is or read. After each reading let the school guess the character personified.

1st. Pupil.—I lived in a very famous city, where I was a great favorite with the people, but the rulers were afraid of my influence and sent me out to subdue and govern a wild province at some distance from the city. This I did, and while I was away my rival became the ruler of my native city, and declared me an outlaw; but my friends implored me to come back and be the governor myself. In compliance with their request I led my army to the bank of a stream that separated my province from that of my rival, and there I paused. To cross it was to declare war against some of my countrymen. Finally, I said, "The die is cast," and plunged across. In a short time I had conquered all my enemies, and became the ruler of the empire, but I refused to be called emperor. Three times a crown was offered me but I would not take it; I wished to be considered the friend, not the sovereign of my people. I did much to improve their condition, but I was accused of being ambitious, and my enemies plotted to assassinate me.

Second Pupil.—My father was the king of a very large country. When I was four years old he died and left the kingdom to my eldest brother. After reigning six years the brother died and willed the throne to me instead of an older brother. This my sister did not like, and made considerable trouble about it. She had herself appointed regent, and kept me shut up with my books and teacher. This proved a good thing for me, for I was shown the greatness of other countries, and learned how far behind them my own country was. I determined to make it as great as any of them, so when I was eighteen I took the control of it away from my sister, and began to work for its improvement. For this purpose I left my throne and traveled in disguise through various countries to learn their arts and politics. For six months I worked as a common laborer in the ship yards of Holland, and I also cruised as an ordinary seaman on board of Dutch and English vessels. After a time I went home and organized a large navy and army. Entering the lowest rank I passed by deserved promotions to the highest, and requested my nobles to do the same. Before my soldiers had been very well drilled, an enemy marched into my dominions with a small but well-trained force. I led my great army to battle with them, but we were badly beaten. "Never mind," said I to my men, "Our enemies shall teach us to overcome them," and they did. A few years afterward we fought the same foe again, and conquered. We gained many victories after that; my navy became large and powerful; my people engaged extensively in commerce, and my dominions increased in size. The object for which I set out in my youth, I accomplished. But it is said of me that though a great conqueror I could never conquer myself; that though I raised my subjects from barbarianism to civilization, I myself remained a barbarian.

Third Pupil.—I was born a nobleman in a wild and uncivilized country. A foreign nation held us in subjection, but we were proud and brave and would not submit to them. My countrymen considered me their rightful king, and I led them out to battle for freedom. But the enemy was too strong for us, and again and again we were defeated. I was obliged to fly for my life and live alone in the mountain regions, hiding in caves and begging my bread.

At last I became completely discouraged, and one day while resting in an old barn, I decided to give up trying to liberate my people. Happening to glance up-

ward I saw a spider trying to fasten her web to the top of a beam, but just as she nearly reached the top she fell back. She tried again and again, and I expected every time she would give up, but after every failure she just turned around and made another attempt. "If she succeeds," thought I, "I will take it to be an omen of my own success." and I watched her intently. Sixty-nine times she tried and failed; the seventieth she succeeded. With fresh courage I went out and made another effort to gain my throne. Collecting a large army I engaged in another battle. The struggle was long and terrible, but it ended in victory for my brave countrymen. Our national independence was established, and I was made king.

Fourth Pupil.—My parents were of noble families, and when only fourteen years old I was married to the son of a king. The court at which I went to live was one of the most wicked the world ever saw, but that did not trouble me any. I pretended to be gracious and friendly to every one, and to care nothing about business or politics, but as I grew older I thirsted for power. I planned the death of many people who stood in my way, and at last, after the death of my husband, I became queen. There was one class of people in the realm that I hated and determined to destroy. In order to get them in my power and dispel all suspicion, I married my daughter to a king who was a great friend of these, and invited many of them to the capital to attend the wedding. My plans were all laid, and at a signal from me a great slaughter began. Ten thousand people in that one city were massacred, and thousands more in other places. Ah! how people hated me! How many enemies I had! But I did not care; all I wanted was to get those who troubled me out of my way. But at last I lost all my friends and was deserted and neglected in the midst of war that I had stirred up.

Fifth Pupil.—Once upon a time a great king wanted a wife. Seventy of the most beautiful women in the kingdom were brought to him, myself among the rest, and he chose me. At the court there was an uncle of mine, but he had an enemy who desired his death. This enemy petitioned the king to order the death of all the people in the realm who were related to my uncle, pretending that they were rebellious subjects. Not knowing that I was one of them, the king granted the petition. My uncle told me of the plot and said I must go to the king and ask him to revoke his order. At first I dared not do this, for it was death for any to approach the king unbidden, unless he held out to them his golden sceptre. My uncle showed me that the fate of all my people hung upon my action, so I decided to go. When I entered the king's presence, he immediately held out the golden sceptre, and told me to ask what I would and it would be given me, even if it were half of his kingdom. I asked him to come the next day to a banquet that I had prepared, and there I would make my request. He did so, and then I begged him to save me and my kindred from the destruction that had been plotted against us. This he did, and not only this, but he had the wicked man who laid the plot put to death, and my uncle made minister in his place.

Sixth Pupil.—My parents were poor peasants, and I was brought up to tend sheep and horses. There was war in my country; the prince to whom the throne belonged was kept from it. All of my people were anxious that he should be made the king. I shared this desire, and I also believed that I was commissioned to assist him in obtaining his crown. So I went to his court, stated my belief in my power to lead his army to victory, and asked to be allowed to do it. My petition was granted, a suit of armor was made for me, a consecrated sword given me, and I was put in command of the army; I led the troops to the enemy's quarters, attacked them, and forced them to fly. Within three months my king was crowned, and I stood at his side in full armor during the ceremony. My work was then accomplished, and I wished to resign my command in the army; being urged to keep it, however, I did so, but was no longer victorious. I was taken prisoner and condemned to be burned to death on a charge of sorcery.

Seventh Pupil.—When I was a little girl I was very fond of fairy stories, and while quite young I began to write and publish them. During the war I went to nurse the soldiers, and I wrote a book about the scenes I witnessed there. Since then I have written many stories, and a few books one of which is about four girls, and is much liked. I wrote a book about an old-fashioned girl which is very popular, and so is another about some little men. I continue to write stories for boys' and girls, for I love them and want them to become good men and women.

A DICTATION AND REPRODUCTION EXERCISE.

SEVERAL weeks ago we published a Reproduction Exercise, and called for expressions from our readers as to their desire for more like it. Many letters have come from all parts of the country, asking for their continuance, and in obedience to this desire we commence this week the publication of the series. In our opinion, nothing can be more beneficial, in many ways, than a reproduction exercise properly conducted. Such lessons have been in use in the Scotch schools for many years, with the most beneficial results.

It is difficult for teachers to find suitable selections for dictation. They should not be familiar to the pupils, should not contain many allusions that need to be explained, uncommon words, or many dates. The style should be pure, and the sentences logically arranged, and, above all, the matter should be instructive. The series we shall publish have been selected with great care, and after consulting a large number of authors, by Mr. Edward R. Shaw, Principal of the Yonkers, N. Y., High School.

THE CATACOMBS.

Just within the entrance to the Church of St. Sebastian is the door by which the descent is made to the Catacombs. The early Christians here hid themselves and their devotions from their persecutors; and here their martyrs and saints were buried. Fourteen popes and one hundred and seventy thousand martyrs are said to have been here laid in their unknown graves. We did not descend.

I had determined, from the first outset of my travels, to withstand every temptation to enter these cities of the dead, which are scattered all over Europe, and abound in Italy. How many accidents have happened! how many have lost their way! how many have been shut out from return by the falling of earth! how the light has gone out by accident! how the foot has stumbled!—all is unknown, except that they entered and have never since been seen. A whole school of boys from Rome, with their teacher and a guide, entered the Catacombs for a morning excursion of observation and amusement. They have never since been heard of! A young man entered without a guide, with a light and a ball of twine—the end of the twine fastened at the door, so that he might find the way back by following the thread, and then boast of having wandered alone and in safety through those entangled passages. By accident, he dropped his twine after he had wound through numerous crooked alleys, and had doubled untold and undistinguishable corners. He stepped forward to take it up, but lost both ball and thread. He felt for it but dared not move another step. He looked with desperate sharpness, and grew more nervous and bewildered, but he could not find it. He groped around in a small circle, but no thread! His light was burning out; he watched it grow less and less, and dimmer and dimmer; his hand trembled, he dropped his light, and it went out. In his desperate panic he fell upon the earth, and his hand fell upon the twine! He was restored to life, and found his way to the upper earth to caution his friends against such fool-hardy enterprises.—ERASTUS C. BENEDICT. From "A Run Through Europe." D. Appleton & Co.

MANY street railway cars are now heated by iron cylinders containing a solution of acetate of soda. The cylinders are placed beneath the seats. Small pipes are run through them lengthwise, which are open at each end. Just before a car starts out on a cold day, a steam pipe is connected with the open ends of the small pipes, and steam turned through them. As the steam warms the pipes, the acetate of soda crystals which have formed during the night begin to dissolve, and the whole soon returns to a liquid form. In this process a large amount of heat is absorbed, and as soon as the acetate begins to crystallize again heat is given off in sufficient quantity to keep the car comfortably warm during quite a long trip. When the car returns to the starting-point, the crystals are dissolved again—and so on.

November 8, 1884.

TABLE TALK.

There is no end to examination stories. Half are false, and a large per cent. of the other half are exaggerations. Here is a good illustration of what we mean. The story is probably untrue, but, notwithstanding, it is good reading: "A candidate for a teacher's position in San Francisco, sent in to the Board of Education the other day a remarkable examination paper. She was asked to spell the following words and give their definitions: vacillation, hieroglyphics, antediluvian, aphorism, bivouac, codicil, hallucination, inveigle periphery. She spelled and defined them as follows: 'Vassilation, the act of being a vassal; hieroglyphics (correct definition); antediluvian, the art of loosening down before, as it were; aphorism, a rising beforehand; bivouac, (was unable to define); codicil, relating to a code, law, or rule; hallusenation, a strange loosening or separation, as it were; inveigle, somewhat strange, unnatural.' Several others who were examined spelled and defined some of the words as follows: 'Superanuated, the state of being overexerted; bivouac, excitement, gayety; coidicile (couldn't define); perrifery, (couldn't define); hallucination, act of rejoicing or blessing; bivouac, American bush-fighting.' One young lady who received 72½ per cent. defines hallucination as 'the condition of being made clear.'

Please send us your votes,—all who are subscribers to the JOURNAL or INSTITUTE are qualified—only a postal card is needed and a little thought. In one month we will publish the names of the successful candidates. This is the question:

Name in order of excellence ten of the most distinguished prose writers of the United States.

From the list will be excluded clergymen who have published sermons. Preachers will constitute a separate list. Recently, in London, it was decided, in a manner similar to the one we propose, that the following are the great preachers of the world, their excellencies being indicated by the order in which their names here stand: Canon Liddon, C. H. Spurgeon, Joseph Parker, Alexander Maclaren, Archdeacon Farrar, Henry Ward Beecher, Bishop Magee, Canon Knox Little, Bishop Boyd Carpenter, and Ralph W. Dale. It will be noticed that some of these names are familiar to but few Americans.

We have received many letters urging the publication of reproduction articles, and we promise to try to print one each week. We say we will *try*. This is the best promise we can make. It is our belief after years of practice that no one who has faithfully and properly tried these exercises will ever abandon them. Their benefits are too numerous to mention here. J. O. C., of Missouri, has introduced these exercises into his school, and says, "When introducing the exercises, I have tried the following plan: Read the selection slowly, and have several pupils in turn tell what they can of it in their own language. Make this lively. Don't criticise unkindly, but speak of the good points in each reproduction. Get them interested, then, when the selection is read again and they are asked to write what they can about it" there will be few such remarks as 'I can't,' 'I don't know how,' 'Oh! won't you excuse me?' There can be little benefit to a child to give him the power to think, to acquire knowledge, to discriminate, and not develop the ability and will to reproduce his thoughts in words." To all of which we say Amen.

We have all sorts of annoyances, and chewing gum is among them. A teacher writes: "For years I have been teaching school in a community where chewing gum is more common than I ever knew chewing or smoking tobacco to be. To me it is very unpleasant and very annoying, and try hard as I will, an unpleasant sensation will come creeping over me when I hear the regular smack, and see gum rolled from side to side of the mouth. If a young gentlemen waits on you in a store he is almost sure to be chewing a piece of gum. If you meet young ladies on the sidewalk, at a concert, church, or Sunday school, if they are not chewing gum, they have it in their hands, right fresh from their mouths. With teachers it is all the same. If you are asked to hear a Sunday school or music lesson, the annoying smack is more regular than the responses to Bible questions or time counting. What is your opinion of chewing gum?"

"*De gustibus non disputandum*," which means: "Concerning tastes we must not dispute." Some people like (not love) tobacco—in their mouths, noses, eyes,

ears and pockets. They are not happy unless they are in tobacco, and tobacco in them. Some people like onions in everything, and can hardly get along without a raw garlic at each meal. Some people like whisky in all its forms, and act as though they would be happy if they could be pickled in it forever. Some people eat opium and morphine. All sorts of foods have been eaten and all sorts of liquids drank. We knew a man who enjoyed a dose of castor oil and drank fresh blood. But the most disgusting sight on earth is the mouth of an old tobacco chewer. It is a vast cavern full of all abominations. About chewing gum we have not space to write only to say that years ago we used to hear that

A chewing girl

And a crowing hen,

Are sure to come

To some bad end.

Chewing gum is bad enough, but there are things worse.

We must be ourselves. It is impossible for us to be any one else. For our part we do not propose to try. We admire the spirit of the famous Sydney Smith in which he approached his work for the Edinburgh Review. In a letter to his friend Jeffrey, he said: "You may very possibly consider some passages in my reviews as a little injudicious and extravagant, if you happen to cast your eyes upon them. Never mind, let them go away with their absurdity, unadulterated and pure. If I please, the object for which I write is attained; if I do not, the laughter which follows my error is the only thing which can make me cautious and tremble." Each paper must have its own character if it is worth anything. Notice, Sydney Smith said, "If I please." There is more in that than is often thought. The witty authors are read by more persons than the wise, for wit is more popular than wisdom. It is worth five dollars to enjoy a hearty laugh. A good story, well told, makes friends. It isn't wicked even to laugh in school, if anything occurs to laugh at.

We have said enough to show our readers that we are not in favor of the old-fashioned method of "parsing." The following question is to the point: "In an October No. of the JOURNAL, in reply to E. A. you say: 'We are puzzled to know what you mean by parsing. The plan of saying 'John is a proper noun, singular number, third person, etc.' is obsolete in good schools.' What is the new way of parsing, and who publish a work containing it?"

J. E. F.

There is no new way of parsing, as far as we know. Please tell us what is the educational benefit of saying "Proper noun, third person, etc.?" Why is it not more profitable to spend the time in reproducing excellent selections or writing simple original stories, or describing some city, or mountain, or country? There are a hundred exercises more profitable, in our opinion, than going through the routine of old-fashioned parsing.

Would that we were a teacher in Washington County, Pa. Think of listening in one week to the Hon. B. G. Northrop, Rev. Lyman Abbott, D.D., Rev. E. P. Roe, Josh Billings and Geo. W. Bungay. If there is any analogy between the stomach and the brain, the Washington County teachers will be in danger of mental dyspepsia, and if the brain is able to absorb as much as the stomach they will be the most learned in the land.

More are asking "What is the admission fee to the Mind Class?" There is no admission fee. Instruction is free to any subscriber of the JOURNAL. All we ask is your name and address. Others are asking "Is it too late to join?" No; you can join at any time; but, in order to gain all possible benefit, it will be better for you to write out your answers to all the questions that have been given, and to do this before you look at the published answers.

When Cromwell entered Canterbury Cathedral, after his great victory, he saw several silver images of the apostles. "What are these fellows doing here?" he demanded, in a gruff voice. "Take them down, melt them, and let them go around doing good." His command was obeyed. If after reading, you have no further use for our papers, by no means destroy them. Use some political sheets for base purposes! Give to some teacher who takes no educational paper. It may wake him up, or make her a better teacher. Don't burn or throw away a JOURNAL or an INSTITUTE.

ENTIRELY pure air in the Alpine region is not found until an altitude is reached of from 6,000 to 13,000 feet above the level of the sea.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.

5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in letter; do not send them on postal cards.

6. Hereafter all questions that may be answered by reference to the ordinary text books, and puzzles involving no important principles, owing to the limited space in a single issue, will be excluded from this column.

(1) In the JOURNAL of the 4th inst., in answer to the question, "Is 45 miles the shortest distance across Behring Straits?" I take the liberty of stating that Vitus Behring, in 1728, proved that 39 miles was the shortest distance between Asia and America. This was confirmed by Captain Cook, in 1778. (2) I find by investigation that the White Nile river is 3,900 miles in length. If so, it is the second longest river and next to the Amazon, which, I believe, is 4,000 miles long. (3) The proper English pronunciation of Ceylon is Célon, on as in on—not Célin, as generally pronounced; the latter is rightly used in Bishop Heber's hymn. (4) In the JOURNAL of 26th ult. I noticed, and have searched for, but cannot find, "What and where are the Seven Cities of Cibola?" I am anxiously waiting to see the answer. (5) Was not James Taylor, in 1758, the first to apply steam to navigation, and Graham Bell, Scotland the inventor of the telephone? (6) What were, 1st, the Negro Plot, 1741? 2d, Model government of General Oglethorpe, of Georgia?

J. R. R.

[5] Blanco de Garay—so say the authorities—made the first attempt in 1548. Jonathan Hulls took out a patent for a tow-boat to be propelled by steam, in 1736, but the project was not carried out. Fitch launched a steamboat in 1788, but its boiler burst before proceeding far. In the same year Taylor made a successful attempt in a small lake in Scotland, but did not follow up the enterprise. The perfection of the plans remained for Robert Fulton. Mr. Bell perfected the discoveries and applied them. See Appleton's Cyclopaedia on the Telephone. [6] Consult Bryant's History of America, vol. 3, for the Plot of 1741.—B.]

I have observed in recent numbers of the INSTITUTE several queries which the editor referred to the subscribers. Some of these have not been answered as promptly as they deserve. Brief solutions or suggestions might prove of incalculable service to many teachers, and ought to be furnished by their brethren when called for. I am teaching in a State institute for the D. D. and B., being myself blind. I have not much time for such work, but I propose solutions for two of the queries.

A boat whose rate of sailing is 16 miles per hour in still water, ascends a river with a current of 5 miles, and returns in 10 hours and 40 minutes or 640 minutes. How far did it ascend the river?

Speed up stream, 11 miles. Speed down, 21 miles. Now it is obvious that these distances are inversely proportional to the times of the two trips—that is, 11: 21:: time up : time down. This proportion by composition gives 33 : 21 :: 640 : time up. Cancelling 33, we have 1 : 21 :: 20 : 420, or seven hours.

A number is always divisible by 9 when the number expressed by the digits reversed is subtracted from it. This proposition may be made more general. Any number is always divisible by 9 when it is diminished by any other number expressed by the same digits in any other order. Take, for example, a number in four figures, and represent the four figures by the letters x, y, z and u. 1,000 x plus 100 y plus 10 z plus u will indicate the number. Change the order of the figures as you please, and the remainder will always have the factor 9 in every term. Hence it will divide by 9.

If this imperfect explanation shall prove of service to any hard-working teacher who wishes to improve himself, I shall have gratified my utmost expectation in writing it.

H. H. JOHNSON.

(1) What was the first practical demonstration of the spherical form of the earth? (2) What were the four most prominent political events in New England history prior to the Revolution? (3) What is meant by the "right of discovery"? (4) What is needed to make a nation? (5) In what ways has the U. S. acquired territory? Give an example of each. (6) How many of the representatives leave their seats at one time in the national Congress? (7) What were the principal political questions which agitated the country during Hayes' campaign? (8) Did the Emancipation Proclamation free all the slaves? (9) Why is the 21st of December celebrated in Massachusetts? (10) What State was once a separate republic?

D. C. M.

[1] Its circumnavigation by the crew of Magellan, in 1520. (2) Rather a matter of opinion; but the following were important: The Union in 1848; King Philip's War, 1675; Salem Witchcraft, 1691; King George's War, 1744. (3) According to Weems, "the right which the Pope and all the Christian kings agreed to give one another to rule over lands discovered by any of their subjects." (4) Independent Sovereignty. (5) By cession, Florida; by purchase, Louisiana; by conquest, California. (6) All. (7) Retrenchment and reform in the national administration. (8) No; but the 13th Amendment, adopted in 1865, did. (9) To commemorate the landing of the Pilgrims on Plymouth Rock in 1620. (10) Texas.—G. B. HENDRICKSON.]

(1) Where can I get the cheapest and best book or paper treating of the evils of tobacco?

(2) Where can I get a good song-book containing easy and interesting songs for a primary school?

(3) Do you recommend reward or merits as an incentive to good attendance and perfect lessons in school?

J. P.

(1) You can get a good book, "The Use and Abuse of Tobacco," with "Alcohol—Its Place and Power," for \$1, of The National Temperance Society, 58 Reade Street, New York; also several tracts on the subject at the rate of \$9 per thousand. (2) "Little Songs for Little Singers," Ditson & Co., New York; and "School-Room Chorus" of C. W. Bordeean, Syracuse, N. Y. (3) Not heartily. The best incentive to well-doing is the "consciousness within."—B.]

(1) A. erected a derrick mast at each of the angles of an equilateral triangle whose sides are 200 feet. For guys he told the dealer that he wanted nine pieces of cable of equal measurement of such a length that if there be fastened at the exact top of each mast the opposite end of each cable would meet at a common point in the plane surface of the triangle. What was the length of the cables, and how did he find it?

(2) What is the correct pronunciation of "bicycle," as given by the best orthopists?

H. C. H.

(1) The problem is incorrect. No height of masts is given. Supposing this to be 50 feet; the following is one method of solution: The "common point" will be at the common intersection of the lines perpendicular from each angle to the middle of the side opposite, and each of these lines is one of the legs of a right triangle, while the other leg is 100 and the hypotenuse 200. Hence, by principle of Right triangles,

$$\sqrt{(200)^2 - (100)^2} = 173.2 +$$

equal perpendicular from each angle to middle of opposite side, and two thirds of this, or 115.46+ equal the distance from the "common point" to the foot at each mast, forming the base of a right triangle, of which the length of the mast is the perpendicular, and the length of the cable the hypotenuse

$$= \sqrt{(115.46)^2 + (50)^2} = 125.8 + \text{feet.}$$

(2) Bi-sick-el.—J.]

Will you please point out the fallacy in the following demonstration:

Let $x=2$, and let $a=2$

Then $x=a$

$$ax=a^2$$

Factoring $x(a-x)=(a-x)(a+x)$ (1)

$$x=a+x$$

Hence, $2=4$

S. J. K.

[Ans.—The error was made in passing from (1) to (2). Equation one may be written

$$a+x = a-x$$

$$x = a-x$$

$$a = -x$$

$$a = 1.$$

$$a = -x$$

Now, as $x=a$, the second member is an expression of the form $\frac{x}{x}$ (the symbol of indetermination). But you assumed in going from (1) to (2) that

$$a = x$$

$$a = 1.$$

or, that $\frac{x}{x}=1$, which is not necessarily the case, because it may have any value whatever. See discussion of $\frac{x}{x}$ in the well-known problem of Clairaut, found in most algebras.—J.]

(1) How many letters in the alphabet have no sound of their own, and what are they? (2) Give pronunciation of Messrs.

W. M. P.

[The consonants *c* and *q* have no sounds peculiar to themselves; *c* having the sound of *k*, or *s*, and *q* the sound of *k*. (2) "Meash-yerz."]

In Harvey's Grammar, page 224, the selection, "Think for thyself," referred to in your last issue is found attributed to Wilson as the author. What Wilson I am unable to say. Probably Alexander Wilson, the ornithologist.

E. P. SEMPLE.

Will you please give me your opinion on this little question: Suppose the multiplicand is \$25 and the multiplier 6234, would you always put it down this way:

25

6234

The arithmetics say the multiplicand must be the same kind as the product or answer.

J. F. S.

The product of two factors is the same (numerically) in whatever order the factors are taken. Strictly speaking, the multiplier cannot be a concrete number. For convenience sake we would invariably use the smaller number as the multiplier, keeping in mind however, the kind of product required. We do similarly in pointing off decimals. Suppose, in a quotient which has the two digits 47, we find by our divisor that we need hundreds of thousandths in our result. In practice, and for the sake of convenience, we commence at the 7, saying, "tenths," "hundredths," etc.; and after we have used all the figures in the result, we supply the deficiency with cipher, placing the decimal point at left after we are through. Each is simply one of "across-the-fields" (or briefer) way of obtaining the result—it is a little regardless, it is true, strictly speaking, of trespassing upon the rights of others.—J.]

In the JOURNAL of September 27, you ask for information concerning the seven cities of Cibola. About 1542, Coronado, a Spaniard, explored the western coast of Mexico, the Gila River, and, it is thought, went as far as the head waters of the Arkansas. He was in search of these cities which the excited fancy of his countrymen had pictured as full of sumptuous palaces blazing with gold and jewels. He found only Indians, who offered him a share of their corn, but in return

were attacked. The ruins of seven great buildings in the valley of the Rio Chaco, 100 miles north-west of Santa Fe, probably marks the sites of the seven cities of Cibola which Coronado sought. Each edifice contains from 100 to 600 apartments, and were occupied by from 1,000 to 4,000 persons. (1) Where can a work on the Greely Explorations be obtained? (2) Where can I obtain a book of synonyms, and what the price? (3) What is the address of General Grant? (4) Will the law maintain a teacher in the introduction of the New Education?

(1) We believe there is none out yet—probably will be soon. (2) Of Lee & Shepard, Boston, 44 cts. D. Appleton & Co., New York, \$1.30, or Smith's Thesaurus, Sheldon & Co. (3) "New York City" would be sufficient. (4) A teacher has a right to use any methods he chooses. Policy, principle, and principal if he has one, are his only dictators.—B.]

How is the United States House of Representatives composed? How many Representatives from each State? How many in all? How long is their term, and why? When are they next elected? Tell all you can about it.

The United States House of Representatives consists of members from every State, chosen by the people for two years. The number from each State depends upon its population. The Constitution says, "The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative." A representative must be at least twenty-five years of age, seven years a citizen of the United States, and an inhabitant of the State for which he is chosen. The following is a list of representatives to which each was entitled by tenth census from March 4, 1880: Alabama 8, Arkansas 5, California 6, Colorado 1, Connecticut 4, Delaware 1, Florida 2, Georgia 10, Illinois 20, Indiana 18, Iowa 11, Kansas 7, Kentucky 11, Louisiana 6, Maine 4, Maryland 6, Massachusetts 12, Michigan 11, Minnesota 5, Mississippi 7, Missouri 14, Nebraska 3, Nevada 1, New Hampshire 2, New Jersey 7, New York 34, North Carolina 9, Ohio 21, Oregon 1, Pennsylvania 28, Rhode Island 2, South Carolina 7, Tennessee 10, Texas 11, Vermont 2, Virginia 10, West Virginia 4, Wisconsin 9. Total, 325.—X.]

Please parse Dec., 1763, and 1782, in the sentence "The survey was begun in Dec. 1763 and completed in 1782."

S. JEFFERSON, N. Y.

[Dec. (an abbreviation, of course, for "December") is a proper noun, third person, singular number, objective case, object of preposition "in," "1763" and "1782" are each cardinal numeral adjectives, used as nouns, the former governed by "of," understood, the latter by "in," expressed. The former part might read, "Dec. in the year of 1763; or simply, "in Dec., 1763.—C. J.]

Which is the longest bridge in the world, also the highest bridge in the world?

The longest bridge mentioned in our authorities is the Victoria bridge over the St. Lawrence at Montreal. It is two miles long. The highest bridge completed is the Kinzua bridge, built across the Kinzua valley, in Pennsylvania, for the New York, Lake Erie and Western Railroad. The railway is 301 feet above the bed of the stream. But the Garabit Viaduct, in France, will be 418 feet above the bed of the river. It was to be completed in 1884.—Eds.]

(1) What is the capital of Louisiana? (2) I observe that some geographers call that portion of North America lying north of the U. S. "British America" and others the "Dominion of Canada." Which is correct? (3) Correct the following sentence: "All the Jones' were present."

G. A. S.
[(1) Baton Rouge. (2) Dominion of Canada. (3) Joneses.—Eds.]

What causes the moon to rise later every night?

J. I. A.
The moon revolves around the earth at the same time that, with the earth, it is moving around the sun. The amount of space through which it moves in 24 hours is indicated by the difference between its times of rising on successive nights.—Eds.]

Is "would" ever an active-transitive verb?

SABIN, Tenn.
WILLIAM JONES.
[Yes. See 81st Psalm, 11th verse: "Israel would none of me," where "none" is the object, complement (direct object) of the transitive verb "would." See also Proverbs I. 80. This is, however, an old form, and would rarely, if ever, we think, be employed now.—C. J.]

What is the best work, either in book or pamphlet form, on (1) Labor, (2) Industrial Schools, (3) Labor Organizations, (4) Fluctuations in prices and money?

R. D. T.
[(1) (2) (3) Consult one of the recent good works on Political Economy. (2) Write to Gen. Eaton, Sec. Bureau Education, Washington, D. C., for pamphlets on Industrial Education.—Ed.]

I feel like acknowledging my indebtedness to your valuable paper. It has contributed much to my success. I like it because it is so thoroughly wide awake and practical. For several years past I have been much interested in the various questions and topics discussed in the JOURNAL.

DANIEL FLEISHER, A.M.

Troy Graded High School.

Are there two kinds of ratio?

Ottawa, Can.
WHEELER JAMES.
[Yes, and more. We find authority for the following: "Simple, compound, arithmetical, geometrical, direct, indirect (also called inverse or reciprocal), duplicate, triplicate, subduplicate, subtriplicate, etc."—C. J.]

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you send us the following items: Brief outlines of your methods of teaching; Interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

NEW YORK CITY.

It is expected in the course of a year or two to establish at Columbia a School of Library Economy, under the charge of Melville Dewey. Practical instruction will be given on the details of library arrangement, such as classification, cataloguing, buying, the use of books, etc.—A special meeting of the Board of Trustees of the College of the City of New York will be held at the Hall of the Board of Education, No. 146 Grand street, Nov. 8th, at 4 o'clock P. M.

COLORADO.—The Ft. Collins Teachers' Library Association is evidently in a flourishing condition. Well selected volumes are listed in the catalogue.—Supt. A. B. Copeland, of Greeley, was complimented by the nomination to the State Superintendency by the Prohibition party.

—South Pueblo schools are very full this year. Thirteen grade teachers are employed. This is the first year a H. S. department has been maintained. Miss Cooley, formerly of Iowa, is doing noble service in this department, which now comprises 50 members.—A strong assurance comes to us that the next program of the State Teachers' Association will be unusually varied and interesting.—It seems that the Colorado schools will not be represented in the World's Fair at New Orleans.—The State Agricultural College has made a magnificent collection of students' work for the New Orleans Exposition.—The Sulida schools flourish under the able management of Prin. Carroll.

F. H. GAULT.

DAKOTA TER.—A teachers' Institute was held at Bathgate last week, continuing in session four days. Fifty-eight teachers were present, who manifested a lively interest in the work. Judge Mitchell, of Fargo, Assistant Territorial Supt. E. A. Healy, and Co Supt. C. E. Jackson were the instructors. Lectures were given in the evenings by Dr. Blackburn, president of North Dakota University, Judge Mitchell and Supt. Healy. The Institute was a grand success.

C. E. J.

OHIO.—The teachers' Institute will be held at Kalida, Nov. 8th. There will be a paper on Penmanship by J. D. Huddle, On Methods of Teaching U. S. History by L. H. Murkin, and Primary Teaching by Dollie Matheny. J. D. Whities, Pres.—The Wayne county teachers' Institute was held at Wooster, Oct. 27—Nov. 2. Prof. John Hancock, Ph.D., LL.D., of Dayton, lectured on School Management and on the Methods of Teaching Common School Branches of Study. Prof. S. J. Kirkwood, Ph.D., LL.D., of Wooster, on Arithmetic. Prof. Samuel Findley, of Akron, on U. S. History. The following papers were prepared by several of the teachers, the reading of each followed by a general discussion. "Music in common schools," J. L. Orr, of Apple Creek, discussion opened by A. T. Graber, of Wooster Tp.; "Classifying country schools," B. F. Hoover, of Smithville, discussion, J. C. Sidle, of Blacheville; "Teaching morals," L. S. Knight, of Congress, discussion, David Bittner, of Plaine Tp.; "Technical grammar," J. L. Wright, of Orrville, discussion T. W. Orr, of Salt Creek Tp.; "The Teachers' Reading Circle," A. E. Winter, of Burbank, discussion, T. G. Lopez, of Shreve; "Teaching manners," C. F. Koehler, Mt. Eaton, E. A. Oberlin, Sugar Creek Tp., discussion, Samuel G. Gill, Plaine Tp.; "Teaching geography," D. W. Leahy, Marshallville, discussion, U. S. G. McClure, East Union Tp.; "Drawing in common schools," S. S. Milligan, Wooster, discussion, Scott Dongal, Dalton; "Language lessons," Miss Clara B. Duval, West Salem, Miss Annie Robison, Fredericksburg, discussion, D. F. Mock, Shreve; "Teaching U. S. history," O. E. Spence, Fredericksburg, discussion, E. E. Adair, Wooster Tp.; "Pestalozzi," E. F. Warner, Doylestown. The 29th was school directors' day. W. S. Eversole, E. F. Warner, A. E. Winter, executive committee.

NEBRASKA.—Holt County Teachers' Association will hold a meeting at Atkinson on Nov. 1st.—Prin. J. H. McCune, of Dakota City, is meeting with success.—The "Euzelian" is the name of a literary society connected with the Dakota City schools. This society recently gave an entertainment which was greatly praised.—The Board of Education at Valentine has contracted for a new schoolhouse of six rooms. The crowded condition of the building now in use made this a necessity.—Supt. Bartley Blain, of Holt county, is energetic in his endeavors to improve the schools under his charge. He has lately organized a county teachers' association.—Supt. Mathews, of Dakota county, reports an advance in the interest manifested by the people of his county in educational affairs.—Prin. M. H. Carlton leaves Neligh, to take charge of the schools at Creighton.

—Miss M. S. Honn, county superintendent of Lincoln county, is vigorously at work, collecting material for the New Orleans Exposition.—Another building for school purposes is to be erected at Creighton.—Madison county, under the leadership of Supt. T. J. Hunt, keeps well in step with the advancing educational movement of to-day.—The Teachers' Association of Burt county will hold a session at Oakland on the 24th and 25th of October. Miss Alice Smith, Miss Ella Gregoire, and Mr. W. R. Bowker have arranged an excellent program for that occasion.—Prin. J. A. Smith, late of Saunders county, is now at Tekamah.—Miss James, of Belvidere, is teaching the school at Harmony, Fillmore county.—Supt. N. E. Leach, of West Point, seeks to arouse the people of that place to renewed interest in the schools by means of an address in the Republican. May success attend his efforts.—Fillmore county teachers' association will hold a session on Oct. 25. A good program is promised.—Jessie McConnell is principal at Minden.—Oscar Stout, of the class of '84, Beatrice high school, enters the sophomore class of the State University at Lincoln.—A special teacher of penmanship is to be employed in the Fremont schools.—The Nance county teachers' association held a large and enthusiastic meeting at Fullerton, Oct. 18.—M. S. Laisure assumes charge of the schools at Fairview, Gage county.

The Board of Education of North Platte has purchased for the use of the schools apparatus to the value of \$600.

—Doane College, at Crete, opens with a full attendance. During the absence of its president, who is now in the East, Prof. Brown has charge of the institution.—The new school building at Wayne is now finished. Principal W. J. McCoy will at once gather into it his scattered forces.

—Miss Alice Evans, is in charge of the school at Moore.

The Colfax county teachers' association will meet at Schuyler on Nov. 8. A full program has been arranged. Miss Cora Ellis, of Emerson, goes to the Campbell school in Dakota county.—State Supt. Jones is very actively engaged in directing the arrangement of material for the State exhibit at the New Orleans Exposition.—Prof. Howard Doane leaves Crete to assume duties at the Nebraska City College.—Miss Sessions is to have charge of the school at Pleasant Valley.—Principal Leach reports 297 pupils in attendance at the schools of West Point. An exhibit of school work is soon to be given at that place.—The teachers of Colfax county recently held a meeting at Schuyler. Among the excellent papers read on that occasion, "The New Education," by Ira Shelton, and "Spelling," by W. T. Hastings, should, perhaps, receive special mention. The discussions in which the teachers generally participated, were full of pith and energy.—Miss Sadie Butler is the new principal at Homer.—Supt. Hake, of Wayne county, is visiting the schools. He reports that the teachers exhibit awakened interest in the improved methods of teaching.—The teachers' association of Wayne county held a session at Wayne, Oct. 21. There were excellent papers and earnest discussions.—Omaha is beautifying the extensive grounds of its high school.—Supt. Bruner, of Douglass county, finds that if the present applicants for teachers' certificates be compared with those of former years, there will be found abundant evidence of improved scholarship.—The new building for the high school at Crete will be opened Dec. 1.—Supt. James, of Omaha, reports 182 pupils in the high school.

A. E. CLARENDRON.

PENNSYLVANIA.—October 22d was observed by Lafayette College, Easton, as Founder's Day. An address on "American Institutions and the Culture of Character" was delivered by Prof. Raymond, of Princeton College.—The forty-fifth annual meeting of the Pennsylvania Baptist Education Society was held at Allentown, Oct. 22d. The committee reported having aided 68 students during the year, and dismissed 15. Yearly receipts, \$11,983.75; expenditures, \$11,777.64. A number of able addresses by prominent divines were delivered.—The annual County Institute of the teachers of Carbon county is to be held at Mauch Chunk during the week commencing Nov. 24th. Dr. Edward Brooks, late principal of the Millersville State Normal School, is to be one of the instructors, and Col. Copeland one of the lecturers.—Prof. W. T. Grier, one of the faculty of Lewisburg University, on the 27th of October committed suicide. He had been for ten years a professor in that institution and had won the respect of the entire faculty and school. His health, however, has of late been failing, and the papers attribute temporary insanity as the cause of his rash self-destruction.—The annual Institute of the teachers of Bucks county met at Doylestown, Oct. 27th-31st. Two hundred and ninety-four teachers were enrolled. Col. George W. Bain, of Kentucky, lectured Monday evening on "Journey to the Golden Gate." On Tuesday, Dr. Jones, of Erie, spoke on "The Power of Convention"; Supt. R. K. Buchrie, of Lancetree, on "History"; Prof. Sanford, N. Y., on "The New Education"; Principal George M. Phillips, of the Westchester State Normal School, on "Our Bank Note System"; Prof. Thomas M. Balliet, of the Cook County Normal School, in his usual admirable and interesting manner, enumerated and discussed "The Reasons why we Fail to Interest Pupils." Wallace Bruce was present and delivered an evening lecture on "Native Mettle." Tuesday was Director's Day, and the attendance was very large. "What shall be taught in our schools?" and "How can better teachers be secured?" were among the questions discussed. The attendance this year was larger than ever before. Henry Ward Beecher was not present on Tuesday evening to lecture, but his place was well filled by George W. Cable, of Kentucky, who gave select readings.—The teachers of Berks county, six hundred and two in number, and having under their charge thirty-two thousand children, held their county institute at Reading, Oct. 27th-31st. Prof. J. T. Valentine, Supt. of the city schools of Reading, delivered the address of welcome. Prof. T. A. Townsend, of the Reading High School, discussed "School Organization." He said that success in school is often thwarted by a multiplicity of studies. Three studies are as many as any pupil should take up each day, and four should be the outside limit. Dr. M. E. Scheibener discussed "What should be taught in our schools?" Do the common school studies fit pupils for the ordinary vocations of life? Do they make adequate returns for the time spent in learning them? Do the pupils ever master all their studies? Do the common schools make intelligent men and women? were some of the questions asked by the gentleman, and to them all he gave positive "No." Prof. D. B. Brunner lectured on "The Eclipses," Miss Alma L. Climenson read an essay on "Trials of a Teacher," State Supt. Bigbee discussed Reading, and Prof. S. A. Baer lectured on Local Government. Col. L. F. Copeland lectured on "What's to Hinder?" and Col. G. W. Bain on "The Pendulum of Life."—Montgomery county, with her 380 teachers and 18,000 pupils, held her teacher's Institute at Norristown, during the week commencing Oct. 27th. Prof. Groff discussed "Easy Experiments in the School-room" and the History of a Candle." Prof. Rupert, Mathematical Geography; Prof. White, "Psychology and its Applications to Teaching" and "School Management." Monday evening, Col. George W. Bain lectured on "Boys and Girls, nice and naughty; or the Pendulum of Life." George M. Phillips, of the Westchester Normal School, discussed Notes and the Tides, and Dr. James Hedley gave an evening lecture on "Heroism and Heroism." A large number of directors from various parts of the county and profession almen from the borough were interested attendants.

W. S. M.

FOREIGN.

The University of Edinburgh has thirty-nine Professorships, eighteen of which have an income of \$5,000 or more. The Professor of Anatomy gets the handsome salary of \$16,000, the Professor of Greek \$6,500, and the Professors of Latin and Mathematics \$7,500 each. These figures must make the ill-paid Professors of our best American colleges stare with amazement, and will perhaps tempt them to an infraction of the tenth commandment.

The summer nights are gone, and the air blows chill over hill and meadow. Froggie and his troupe have croaked themselves hoarse, and will give us no more music for many months. Little Mrs. Cricket has closed her door, drawn down her curtains for the night, and Madam Katydid remains alone, piping to us in her shrill falsetto, her reminder that she didn't.—MARY W. ALLEN.

EDUCATIONAL MISCELLANY.

READING CIRCLES.

The plan of their organization in Indiana and Ohio is as follows: The Circle is under the care of the State Superintendent of Public Instruction, in whose office many of the details are perfected. At the expense of the State, a preliminary circular of information has been printed and scattered everywhere. The Board of Directors is formed of eight members, but the term of two expires with the first year, and the other pairs the second, third, and fourth years. The manager and organizer for any county is the county superintendent of schools. If the superintendent cannot serve, he is empowered to nominate a substitute to the Board of Directors. Any teacher or other person sending his name to the manager for his county, with twenty-five cents and his pledge to pursue faithfully the course of study prescribed, is admitted to the Circle. If the circle does not organize in his county, he may send his name and fee to the manager of any adjoining county. Members of the State Circle resident in any town, township or neighborhood may form a Local Circle, which shall meet once every week or fortnight, as they may elect, for the purpose of reading and discussion. The only officer prescribed for the Local Circle is a secretary, who shall be the medium of communication between his Circle and the manager. The Central Bureau of the State Circle shall be at the State capital, and at the office of the Superintendent of Public Instruction.

The first course of study is to combine four years, and is as follows:

FIRST YEAR.—PROFESSIONAL STUDIES.

1. Mental Science—embracing the study of Presentation, Representation and Thought.

This study should be limited to the three following topics:

- a. The conditions under which these different faculties act.
 - b. The nature of the processes.
 - c. The nature of the products resulting from these processes.
2. Methods of instruction—
- a. Methods adapted to primary schools.
 - b. Methods adapted to grammar schools.

GENERAL CULTURE STUDIES.

1. General History—embracing a study of the manners and customs, religions, forms of government, theories of education, and the condition of the arts and sciences in ancient mediæval and modern times.

SECOND YEAR.—PROFESSIONAL STUDIES.

1. Mental Science—embracing a study of the intuitions, the sensibilities, and the will.
2. Teaching as a science.

This embraces a study of the principles employed in teaching and governing, and the application of these to the teaching of the different branches and the proper control of a school.

GENERAL CULTURE STUDIES.

1. English Literature or Natural Science.
- The Board have not determined in what order these subjects shall be studied.

THIRD YEAR.—PROFESSIONAL STUDIES.

1. The history of education.
- This will embrace a study of the different educational reforms that have occurred during the progress of educational thought during the past twenty-five hundred years.

GENERAL CULTURE STUDIES.

1. English Literature or Natural Science.

FOURTH YEAR.

The work for the last year of the course has not been outlined by the Board.

The text-books for the first year's course are, Brook's "Mental Science and Culture," and Parker's "Talks on Teaching" for the regular, and Seelye's Hickock's "Mental Science," and Fitch's "Lectures on Teaching" for the advanced course, with Barnes' "General History" for the culture studies.

This course, with slight modifications, can be made applicable everywhere. There is no reason why all the states of the Union should not be at

once organized. Great good would come from it.

The Course of Study as presented, should be extended and modified to suit the peculiar circumstances with which localities may be surrounded.

We trust the example of Ohio and Indiana may be followed in hundreds of towns, where nothing of the kind has yet been known. The Reading Circle is an easy institution to organize and manage. It is a simple adaptation of the co-operation principle. Where two or three can meet together there a circle can be formed. Let a beginning be made now. Go ahead with some of the preliminaries. Get together a few who will be likely to be interested in the project, and talk it over. If then your State Superintendent or County Superintendent does not move, move yourself. Set up your own machinery and go to work. You will find that you have introduced into your community a new bond of union—a new educational benefit. The work of our "Mind Class" is exactly in a line of this plan. Let that go right on; it is a part of the great plan, and in direct accordance with the spirit of the work done at Chautauqua, and in the Ohio and Indiana Reading Circles. If your State is not organized, you can call a meeting of teachers at some convenient place, and commence by appointing a director or president, whose duty it shall be to meet the circle once a month and arrange and direct the work. No officer but a president is essential, yet a more elaborate organization may be desirable in certain places. The time of meeting may be arranged to suit the members—the essential features of the organization to be kept in view, are patient, constant, and persistent work.

RECENTLY an extraordinary phenomenon was witnessed at Fort William. A mass of luminous matter, pear-like in shape and with the thick end downward, was seen suspended in mid-air between the lofty peak of Ben Nevis and the Caledonian Valley. It rapidly descended until within an angle of 35 degrees from the surface of the earth, when it suddenly burst, deluging the country round with a flood of light. The effect was brilliant in the extreme, the picturesque landscape of the valley standing out in strong relief under the influence of a radiant element which bore a wonderful resemblance to the electric light.

To properly date, write, fold, and address a letter, is a rare accomplishment of the boys and girls who leave our public schools. It is more than a mere accomplishment; letter-writing is a practical art, a good knowledge of which is needed almost daily, in every affair and business of life. One of the commonest failures on the part of the teacher is the neglect to give daily instruction in this useful art. A few lessons in letter-writing will not be sufficient. Pupils must be daily drilled in the forms, and composition of letters on different topics until they can write a letter in a neat, legible, concise, and connected manner, properly folding and addressing it. A word to the wise is sufficient.

In Paris medical students appear determined to do what lies in their power to prevent women encroaching on the profession, and they are strenuously opposing the suggestion that female students should be eligible for the function of *interne*, or house surgeon, in the hospitals. Hitherto women have been allowed to attend classes, pass examinations, walk the hospitals, and obtain the title of *externe*; but the post of *interne* being one of extreme responsibility (for the house surgeons have the entire direction of the sick wards during the absence of the chiefs), they have not been permitted to compete in the difficult examination that has to be passed before attaining this position. The attempt now being made to level the last barrier between male and female medical students has divided the medical world into two camps. The majority of doctors, however, are adverse to the admission of women, not because they might not be thoroughly proficient in theoretical matters, but because it is feared they must be lacking in the nerve and capacity indispensable for the post of house surgeon.

COURSE OF INSTRUCTION WITH SPECIAL REFERENCE TO THE EFFECT OF ALCOHOL AND NARCOTICS UPON THE SYSTEM.

A PRIMARY COURSE.

In the lower grades, the lessons must be entirely oral and very simple, and should consist largely of talks, and stories read and told to the children. In these lessons the moral, social, and physical effects of the use of alcoholic drinks and of tobacco should be simply and plainly set forth. Teachers will remember that a child's first impressions of a subject are generally the most lasting.

In each term there should be, upon this subject, about ten lessons, each of from 10 to 20 minutes' duration.

The following may be taken as a suggestive division of the work:

Second Grade.—The names and special uses of the different parts of the human body, as the head, wrists, etc. Simple comparisons of these parts, as of the hands and feet. Cleanliness and neatness.

Third Grade.—The five senses and the organs of each. The effect of tobacco upon some of these organs. Special instruction as to the care of the eye and the ear.

Fourth Grade.—Food and digestion. The main organs of digestion. The processes of digestion, and nourishment of the body, only in the simplest outline. The effects of different kinds of food. The effects of alcohol and tobacco upon digestion. Hygienic rules concerning food and rest.

AN INTERMEDIATE COURSE.

About ten lessons of 20 to 25 minutes each should be given each term. The lessons here also should be mainly oral, and still simple, but more systematic and extended than in the primary course. Observations and parallel experiments made by the pupil at the suggestion or under the guidance of the teacher should be continually used. The recently published Physiologies should be consulted, and if possible, placed in the hands of the students.

The greatest care and closest scrutiny must be exercised by the teacher, or the pupils will get only a memory of words instead of a real knowledge of the subject. The teacher should remember that "Seeing is believing; more than that, it is often knowing and remembering."

Much more time and attention should be given to the hygiene than to the anatomy and physiology of the different organs.

At every stage in the study where it is applicable, instruction upon the effects of stimulants and narcotics should be given. Let this instruction be wise and impartial; yet clear, strong, and unequivocal. A large number of new physiologies and other books now treat fully of this phase of the subject, and will greatly aid the teacher in her preparation.

The division of the work may be as follows:

1. The skeleton and the muscles.
2. Respiration and the skin, the voice, and special senses.

3. Digestion, circulation, and food.

The foregoing is, in substance, the course of study recently adopted by the Lockport, N. Y., public schools. This general subject is so important care should be taken to make a judicious selection of subjects, and especial pains given to the manner of their presentation. An empirical study of any book, however good, will accomplish little.

PLEASANTRIES.

"Yes, Miss Frost, I always wear gloves at night. They make one's hands so nice and soft." Miss Frost : "Ah ! And do you sleep with your hat on?"

"What is a lake?" asked the teacher. A bright little Irish boy raised his hand. "Well, Mikey, what is it?" "Sure, it's a hole in the kittle, murn."

A dandy, wishing to be witty, accosted an old ragman as follows: "You take all sorts of old trumpery in your cart, don't you?" "Yes, jump in, jump in!"

A little fellow was intently studying the anatomy of a chicken which his mamma was cutting

up, and at last asked, "Well, mamma, where is his soul?"

A little girl said to her mother, "Doesn't Jesus like Adam?" "Why do you ask such a question?" said her mother. "Because the hymn says Jesus loves Eve and me" (even me).

A little child, becoming wearied with the quarreling of two younger children over a glass of milk, exclaimed, "What's the use of quarreling over that milk? There is a whole cowful out in the barn."

A pupil who had been impressed with the force and value of double letters, such as "double o" in "fool," "double e" in "heel," etc., was called upon to read the poem, beginning, "Up, up, Lucy! The sun is in the sky!" Surprise, which soon gave way to hilarity, was occasioned when the pupil read the line : "Double up, Lucy! The sun is in the sky!"

For the SCHOOL JOURNAL.

MIND CLASS.

OUTLINE OF WORK.—TIME ONE WEEK.

SEE October 11th.

1. What is the true order of knowledge? State the reasons for your opinion.
 2. How does this principle affect teaching?
 3. Give an illustration showing how the will can be changed.
 4. What relation does belief stand to motives?
 5. What influences change our desires? Answer this question giving special illustrations.
 6. State your opinion concerning the remark of Sill commencing "Desire implies," etc.
 7. State your own opinion concerning the remarks, 1, 2, 3, and 4. Give reasons.
- Examine your own mental states in replying.

For the SCHOOL JOURNAL.

CHOOSING WORDS.

A LANGUAGE LESSON.

Change the italicised words to others of opposite meaning, and those in small capitals to others of same meaning.

1. *Discharge* the young man.
2. *Never ATTEMPT* self-praise.
3. The *SITUATION* is secure.
4. *DISLODGE* the impudent RASCAL.
5. *INFORM* me how to cheer him.
6. *EXALT* the broad principle.
7. Do not *GIVE PUZZLING* questions.
8. The *just* JUDGMENT is rendered.
9. *RECTIFY* your mistakes.
10. *Avoid* the DIFFICULT WAY.
11. The weather is *intolerable*.
12. The TEACHING encouraged rebellion.

PUBLISHERS' NOTES.

You may consider me a life subscriber to the JOURNAL. It is my truest educational friend.

S. A. WELTMER.

I find SCHOOL MANAGEMENT an excellent counsellor and guide. It ought to be in the hands of every young teacher especially.

A. L. B.

I could not part with my JOURNAL, and I consider TREASURE-TROVE an excellent periodical. My pupils are much interested in it.

B. L.

I receive my JOURNAL regularly, and find it a great help in my school-room. It has improved my teaching fifty per cent.

W. M. P.

I expect to keep my name on your subscription list as long I and your paper exist. The latter, I trust, will live long after I am not found among the ranks of the living.

W. C. S.

I consider the JOURNAL the most wide-awake and influential educational paper in the country. It is one of the first papers we read. It has my most hearty wishes for its abundant success.

S. L. F.

Through the advertisement columns of the JOURNAL I have found books for which I had long been looking. Through this medium I found Col. Parker's "Talks on Teaching," which I would not part with for ten times its cost.

J. G.

Trusting you are not too modest to receive another compliment in addition to the many that the JOURNAL has so justly received, I will say that its coming gives me more pleasure than that of any educational publication I read. Every number has much that is of interest to teachers, and the price is a mere bagatelle in comparison with the value of the paper. C. E. CADY, New York.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

GOLDEN THOUGHTS.

MONDAY.

LABOR.—Without labor what is there? Without it there were no world itself. Whatever we see or perceive, in heaven or on earth, is the product of labor.—WM. HEWITT.

It is not labor that makes things valuable, but their being valuable that makes them worth laboring for. And God, having judged in His wisdom that it is not good for man to be idle, has so appointed that few of the things that are most desirable can be obtained without labor.—R. WHATELY.

TUESDAY.

AUTUMN.—Inconstant summer to the tropics flees, And as her rose sails catch the amorous breeze, Lo! brave brown autumn trembles to her knees. The ripened nuts drop downward day by day, Sounding the hollow tones of decay, And bandit squirrels smuggle them away.

—Anonymous.

Thy beauty shines in autumn unconfined, And spreads a common feast for all that live.

JAMES THOMSON.

WEDNESDAY.

HAPPINESS.—True happiness has no localities, No tones provincial, no peculiar garb.

—ROBERT POLLOCK.

He is the happy man whose life, even now, Shows somewhat of that happier life to come.

WILLIAM COWPER.

Happiness is reflective, like the light of heaven; and every countenance, bright with smiles and glowing with innocent enjoyment, is a mirror transmitting to others the rays of a supreme and ever shining benevolence.—WASHINGTON IRVING.

THURSDAY.

POETRY.—The world is full of poetry.—the air is living with its spirit, and the waves dance to the music of its melodies, and sparkle in its brightness.—JAMES G. PERCIVAL.

Beautiful, no doubt, are all the forms of Nature, when transfigured by the miraculous power of poetry.—H. W. LONGFELLOW.

The poetry of earth is never dead;

When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead:
That is the grasshopper's.—JOHN KEATS.

NOTEWORTHY EVENTS AND FACTS.

FOREIGN.

Lord Northbrook recommended the payment of the Alexandria indemnity. The Commons discussed fair trade and free trade.

It is stated that the Empress of China has offered half her jewels for the defence of the Empire.

An outbreak of cholera has occurred in India. Another repulse of the Chinese troops by Gen. Briere de l'Isle is reported. The French generals are calling for more troops. The Paris correspondent of the London Telegraph affirms that China offered, through our Government, to pay 5,000,000 francs to compensate the French for their losses, not as owing to an error, but in order to smooth the way for a settlement.

Gen. Lord Wolseley passed the second cataract in his journey up the Nile, and has reached Ambigol.

The steamer Maasdam, carrying 141 passengers, was burned midway between Rotterdam and New York—all were saved by the Rhine.

A recent report from the Soudan states that the Mahdi, with a strong force of rebel troops, had advanced upon Amderman, opposite Khartoum, and asked Gen. Gordon to surrender. Gen. Gordon replied that he would hold Khartoum against him for twelve years. The Mahdi then retired a day's journey south, declaring that he would not fight for two months, and many of his followers left him. The Governor of Kassala had promised to come to the assistance of Gen. Gordon.

DOMESTIC.

President White delivered his annual address to the students of Cornell University.

The business failures of the last seven days, as reported to R. G. Dun & Co., indicate that the increase in commercial casualties usually observed just before the close of the year has already set in. The number of failures in the United States this week is 231, and in Canada 36, or a total of 267, as against a total of 258 last week, and 218 the week before. The increase is noticeable in the Pacific States, the Western and Southern States and Canada.

The special treaty of commerce to regulate trade between the United States and the Spanish colonies, Cuba and Porto Rico, will soon be ready for the necessary signatures. The treaty gives favorable conditions to Spanish West India sugars and tobacco. Spain in return will give American imports special reductions in the important duties of West India articles.

Charles J. Faulkner, ex-U. S. Minister to France, is dead.

A man died in Bellevue Hospital from the scratch of an ant-eater and erysipelas combined.

The railroad war still continues.

Four American steamers of the Philadelphia line were sold to a British company, putting an end, for the present, to the effort to keep the American flag floating on transatlantic steamers.

A fire in Carthage, N. Y., last week, destroyed half a million dollars' worth of property.

NEW YORK CITY.

The Fourth National Bank has reduced its rate of interest on deposits from 2½ to 2 per cent.

The Excise Commissioners in October collected \$41,585 for Bremen, an excess of \$7,775 over the sum collected in October, 1888.

Gold value of the legal tender silver dollar (412½ grains), \$6.34 cents.

Horsford's Acid Phosphate

As a Brain Food.

Dr. S. F. Newcomer, Greenfield, O., says: "In cases of general debility, and torpor of mind and body, it does exceedingly well."

BOOK DEPARTMENT.

NEW BOOKS.

ANATOMY, PHYSIOLOGY AND HYGIENE. For Schools, Colleges and general readers. By Jerome Walker, M.D., Lecturer on Anatomy, Physiology and Hygiene in the Central School, Brooklyn, and on diseases of children in the Long Island College Hospital; Senior physician to the Seaside Home for Children, Coney Island, etc. 12mo, 480 pages. New York: A. Lovell & Co., 1884. Wholesale price, \$1.20. Introductory price, \$1.00. By mail for examination, 60 cents.

In this physiology the subject of food and the relations of the skin to the various parts of the body and to health, are thoroughly treated. The method of presenting the subjects is interesting, dry statements of facts are avoided, and the book is not overloaded with a mass of technical material of little value to ordinary students. Great care has evidently been taken in reference to the size of the type and even the color of the paper. In carefully examining the book, we notice the chapters on the Nervous System, Sight, Hearing, the Voice, Alcohol and Narcotics, Food, and Emergencies as especially good. Full analyses are given, and questions are supplied for the use of those who need them. The chapter on Food contains many important suggestions of great value to students. The following topics under this head will show how fully the subject is considered: negative, positive, nitrogenous, carbonaceous, organic and inorganic constituents, digestibility, requisite daily amount, selection, preparation, and adulteration. The chapter on Emergencies is especially valuable, containing thirty pages.

It has a minimum of dry detail, as names of bones, muscles and unimportant organs, and a maximum of material of the utmost practical value to growing boys and girls. Altogether, the book will make a valuable addition to our stock of excellent school physiologies. Teachers will do well to give it a careful examination.

A FIRST ITALIAN READING BOOK, containing Fables, Anecdotes, Literary Essays, Tales, History, Dialogues, Comedies, Letters, Poetry, with Grammatical Question, Notes, and Syntactical Rules, and a Dictionary. New York: Harper & Bros.

This book has been prepared by Signor Ricci, Professor at the City of London College, and contains extracts from most of the best Italian prose writers, ancient and modern. Exhaustive questions are found in the first half of the book, with full notes explanatory of idioms and obsolete words. In the notes are found a description of the geographical and historical subjects mentioned in the text. It also contains short biographical notices of all the authors. The dictionary of the book is full, containing over 6,000 words, with the meaning of each in the text. Whenever a word differs from its usual application it is especially noticed. The work is arranged under the heads: Fable, Anecdote, Selections from Literature, Novels, Stories, Dialogues, Comedy, Letters, Poetry, Notes, Syntactical Rules, and Dictionary. The selections are made from nearly sixty standard Italian authors, among whom are Tasso, Vinci, Machiavilli, Guerrazzi and Grasari. The work of editing and selecting is well done, the printing, binding, and paper excellent, and the entire work a most valuable addition to the few really good elementary books, for English learners of the language of Tasso.

A DICTIONARY OF THE BIBLE. Wm. Smith, LL.D., Porter & Coates. Price, \$2.00.

The value of Dr. Wm. Smith's Bible Dictionary is well known. It contains the fruit of much Biblical scholarship and research, but for the ordinary Bible student a more condensed work is, perhaps, fully as valuable. The revisers have, therefore, abridged it somewhat, and have also made a few additions; such as the proper names used in the *New Revision*, where they differed from those of the old; the signification of all proper names; results of the latest research, especially in regard to the topography of Palestine; many dates,—not because absolute reliance can be placed on their accuracy but in order to show the relative positions of each, and hence give a clearer idea of the history and progress of events. The work contains 410 illustrations, 8 colored maps, and over 800 pages; it has a handsome, unique binding of black and gold, and is altogether a most desirable work. No family, and especially no Sunday School teacher, can afford to be without it.

THE CHART-PRIMER. Philadelphia: E. H. Butler & Co.

This little volume of 44 pages is a reproduction, in book form, of Butler's Series of Reading Charts, and is designed to be used either in connection with them, or as a separate book. Both the charts and the Chart

Primer will assist elementary instruction in reading, and also serve as an introduction to the First Reader. The Charts of which this book is an expansion possess a peculiarity of their own, viz., they have, on a single sheet, the face of a clock with movable hands, thus enabling pupils to learn how to tell the time of day and affording the basis of many conversation and writing lessons.

In the Chart-Primer the word method is strictly followed. Three words are introduced in the first lesson, one of these being the first letter of the alphabet; in each subsequent lesson new words are added, and every fifth lesson is a review, the words already learned being arranged in new combinations. Phonic Analysis receives full attention. The new words are diacritically marked, and Phonic Reviews are provided.

Object-Teaching is by no means slighted; the picture at the head of the lesson being illustrative of the descriptive text. At the end of each lesson the new words are written in script. In addition to this, one page is devoted entirely to script. On the 26th page is presented in a most ingenious manner the primary colors, and their combinations forming the secondary colors. This is a most valuable feature of the book. An entire page is devoted to the various kinds of lines and angles and the more familiar surfaces and solids. Three pages of excellent suggestions are provided as a guide to teachers in correctly following the method presented.

GRAMMAR AND ANALYSIS MADE EASY AND ATTRACTIVE BY DIAGRAMS: Containing Difficult Sentences from the standard grammars, designed for both Teachers and Pupils. By F. V. Irish, A.M., Institute Conductor and Author. Lima: Published by the Author. \$1.25.

There is no question concerning the utility of diagrams in grammar. We might as well dispense with maps in Geography. This book contains a large number of difficult sentences, diagramed in a manner to be perfectly intelligible to the ordinary scholar. Their presentation is not complicated, but truthfully picture to the eye the offices and the relations of the different elements of a sentence. The advantages of this system are (a) clearness, (b) ease of construction, (c) correctness of relations. These are important points. Especially it presents with great correctness the offices of the infinitive and participle, and the double offices of relative pronouns and conjunctive adverbs. We commend this system most heartily. Its use does not displace language books or grammars already in use, but admirably supplements the work they are expected to do. It has come from the needs of the school-room, and will carry with it an element of adaptability so important to those who need help in the actual work of each school day.

THE MENTOR: a little book for the guidance of such men and boys as would appear to advantage in the society of persons of the better sort. Alfred Ayres. New York: Funk & Wagnalls. \$1.

Books can do for us what no friend would dare to do, namely, point out little habits that detract from a pleasing personal presence, and into which we drop unconsciously. They call our attention to our deficiencies without hurting our pride with the knowledge that those deficiencies have been observed. Then, too, we would be welcome and at ease in the society of persons of culture and refinement, but the ticket of admission is a bearing indicative of like breeding. Hence we examine ourselves by the aid of expositors of the rules and usages of good society. The present volume sets forth clearly these requirements as to personal appearance, behavior at dinner, in public, in conversation, in making calls, and in "the odds and ends" of the "art of living."

MAGAZINES.

The September-October number of *Christian Thought*—the organ of the American Institute of Christian Philosophy—contains Rev. Dr. Charles F. Deems' anniversary address delivered before the Institute at its sessions in Key East, N. J., and Richfield Springs, N. Y., during the past summer. Also two valuable articles by Baboo Ram Chandra Bose of India and Rev. Wilbur F. Tillett. This periodical is warmly recommended by Joseph Cook and other eminent men, and has won during its year's existence an especial place in religious literature.

In the October *Musical World*, we find, as usual, a large amount of readable matter on subjects pertaining to music, and several pretty pieces of music—among them "A Summer Idyl," by Collin Coe.

The forthcoming number of *Christian Thought*, Rev. Dr. Deems, editor, will contain important papers by Prof. Davis, of the University of Virginia, and Prof. Beecher, of Auburn Theological Seminary. It will reproduce the famous lecture by the late Prof. Faraday,

on "Education," and give the proceedings of the American Institute of Christian Philosophy.

The first number of the *Eclectic Journal of Education* has reached our office. It is a neatly-printed, 16 page quarterly, published at Columbus and Scio, Ohio, by the Eclectic Publishing Co. It is largely composed of choice selections from the leading educational journals, including the INSTITUTE. The price is a marvel of cheapness, being only ten cents a year, sample copy free.

A valuable addition to the writings upon the life of Chopin is an unpretentious essay in pamphlet form by Louis Ehler. The English translation by Helen D. Trebar can be obtained at the American publisher's, Charles F. Trebar, Steinway Hall, New York, for 25c. It will be found very interesting and suggestive.

BOOKS RECEIVED.

The Three Prophets. Col. G. Chaille Long. New York: D. Appleton & Co. 50 cents.

Two Compton Boys. Augustus Hoppin. Boston: Houghton, Mifflin & Co. \$1.50.

Black and White. T. Thomas Fortune. New York: Ford, Howard & Hubert. \$1.00.

School-Room Classics. IX. Henry Mandelky. M. D. Syracuse, N. Y.: C. W. Bardeen. 15 cents.

A Thousand Questions on Natural History. Syracuse: C. W. Bardeen.

Select Poems of Alfred Lord Tennyson. Wm. J. Rolfe, A. M. Boston: Jas. R. Osgood & Co. 75 cents.

Himself Again. J. C. Goldsmith. Funk & Wagnalls. Price 25cts. Beacon Lights for God's Mariners. Elizabeth N. Little. Boston: C. E. Cassino & Co.

An Appeal to Caesar. Albion W. Tourgee. New York: Ford, Howard & Hubert. \$1.

The State in its Relation to Education. Henry Craik. M. A. Oxon, L.L.D., London: Macmillan & Co. \$1.

Poems. By Dinah Maria Mulock. New York: Thos. Y. Crowell & Co. \$1.25.

Allan Dare and Robert Le Diable. Parts I. and II. Admiralty Porter. New York: D. Appleton & Co. 25 cts.

Sound Bodies for Our Boys and Girls. Wm. Blaize New York: Harper & Brothers. 45 cents.

The Fallacies in "Progress and Poverty." Wm. Hanson. New York: Fowler and Wells.

A Hand-Book of Latin Synonyms. Edgar S. Shumway, A. M. Boston: Ginn, Heath & Co. 30 cents.

Wentworth and Hill's Exercise Manual. No. III. Geometry. Boston: Ginn, Heath & Co. 90 cents.

Wanderings of Parnassus. Poems. J. Hazard Hartzell. New York: Thos. Whittaker. \$1.50.

Comprehensive Anatomy, Physiology, and Hygiene. John C. Cutler. B. S., W. D. Philadelphia: J. B. Lippincott & Co. \$1.

Grammar and Analysis Made Easy by Diagrams. F. V. Irish. A. M. Lima, Ohio. Published by the Author. \$1.25.

One Hundred Choice Pieces for Reading and Speaking. Frank H. Fenn. Philadelphia: Jno. E. Potter & Co. 25 cents.

Gems for Little Singers. Elizabeth U. Emerson and Gertrude Swayne. Boston: Oliver Ditson & Co. 25 cents.

Doris. A Novel. By Author of "Phyllis," "Molly Bawn," etc. Philadelphia: Lippincott & Co. \$1.

Colloquial Exercises and Select German Reader. Wm. Deutsch. Boston: Ginn, Heath & Co. \$1.

First Lessons on Minerals. Ellen H. Richards. Boston: Ginn, Heath and Co. 25 cents.

Ogilvie's Handy Book of Useful Information. J. S. Ogilvie. New York: J. S. Ogilvie & Co. 25 cents.

A Manual for Discipline and Instruction. Published by J. S. Babcock. New York. 75 cents.

Cottages or Hints of Economical Building. Compiled and edited by A. W. Brunner Archt. New York: Wm. T. Comstock, 6 Astor Place. \$1.

School, House, and Church Architecture. New York: A. J. Bicknell & Co., Architectural Book Publishers. \$1.50.

The New First Reader. G. Bamberger. New York: Bruno Bros. Printers, 113 Nassau St. 75 cts.

Goff's Hand Book of Ready Reference for Advertisers. New York, 150 Nassau St.

Miscellaneous Essays. Richard A. Proctor. New York: J. Fitzgerald. 15 cents.

A Grammar of the Latin Language. Wm. Bingham, A. M. Philadelphia: E. H. Butler & Co. \$1.50.

Burns' Poetical Works. New York: T. Y. Crowell and Co. \$2.50.

Thomas Carlyle. James Anthony Froude, M. A., Vol. I. New York: Chas. Scribner. \$1.50.

ONWARD, ONWARD may we press,

Through the path of duty;

Virtue is true happiness,

Excellence true beauty;

Minds are of celestial birth,

Make we, then, a heaven of earth.

—MONTGOMERY.

"With a change of elements, suddenly
There shall a change of men and manners be,
Hearts thick and tough as hides shall feel remorse,
And souls of sedge shall understand discourse."

A Christian man's life is laid in the loom of time
to a pattern which he does not see, but God does;
and his heart is a shuttle.—H. W. BERCHER.

—WILLIAM MORSE.

WHY SUFFER PAIN?

Whe'd by using the Vitalizing Treatment of Drs Starkey & Palen, 1109 Girard St., the chances are all in favor of your getting prompt relief; especially if the pain has its origin in nervous derangement. In Neuralgia, sick headache, and the various affections of which these are among the most distressing, this new treatment acts with remarkable promptness. Write for pamphlet giving information about this Treatment, and it will be sent.

Publisher's Department.

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The Courts have decided that all subscribers to newspapers are held responsible until arrears are paid and their papers are ordered to be discontinued.

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Advertising rates will be sent on application to the Business Manager, JEAN HIDORE CHAR-

LOUIN, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,
Educational Publishers,
21 Park Place, New York.

Treasure-Trove

FOR OCTOBER.

Adds to its gallery of animal portraits a fine frontispiece picture of the elephant, accompanied by Mark Lane's entertaining and instructive sketch, "His Own Trunk;" "Events of the Times" are briefly portrayed by Alexander E. Leeds; A. L. Catlin tells "How to Become an Author;" Grant Mitchell contributes a short biography of our second president, John Adams. "The Concert Rehearsal" is a humorous fancy in verse by Wolstan Dixey, accompanied by an exquisite illustration by Prof. Korsholm; Cyrus M. Carter indicates some of the probable causes of "Earthquakes;" Deacon Engle gives some recollections of the "Battle of Antietam." A biography of "John Lothrop Motley" is given by Lizzie M. Bradley, with a beautiful picture; "Authors Worth Reading" is continued; "Bolts and Bolting" are explained by Colin Maillard; W Randolph tells "How to Get Ahead of Time;" an interesting story by Wolstan Dixey is called "Bartley's Chance." Lindsay Walcott has something to say about Chautauqua; Margaret Meredith relates an incident of the War in "Three Paces Forward," and a thoroughly readable illustrated paper appears about "The New York News-Boy." The pages for the scholars and the little ones are quite up to the mark, and the department pages particularly good.

Only 50 cents a year. Address,
E. L. KELLOGG & CO.,
21 Park Place, New York.

There is still a chance for teachers who have not yet found a position to teach. Register with Mrs. Young-Fulton of 28 Union Square, N. Y., and consult her. She has supplied thousands with places.

Elmer and Amend, of 18th street and 3rd avenue, N. Y., supply schools with apparatus and pure chemicals of every kind. Their price are reasonable, and those who deal with them once will go there again.

"Colburn's Mental Arithmetic," advertised on our first page, has been recently thoroughly revised and enlarged, so that it is now an invaluable text-book on that subject. Teachers who use it find that pupils rapidly increase in speed in calculating simple mental problems. Write to the publishers for circulars.

Stylographic pens are so extensively used by teachers, and withal so convenient in the school room, that many of our



CROSBY'S VITALIZED PHOS-PHITES.

Composed of the Nerve-giving Principles of the Ox-Brain and
the Embryo of the Wheat and Oat.

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